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CHICAGO HISTORICAL SOCIETY

Received

BOARD OF EDUCATION.

DEDICATORY EXERCISES.

Opening of the Dore School,

ON WEST HARRISON STREET, NEAR HALSTED ST.,

ON

Saturday, January 4th, 1868,

AT 2 O'CLOCK, P. M.

Programme.

...

MUSIC.

PRAYER, by REV. A. BROWN.

ADDRESS, by GEO. C. CLARKE, President of Board of Education.

ADDRESS, by HON. J. B. RICE, Mayor of Chicago.

ADDRESS, by GEN. MCARTHUR, Board of Public Works, W. D.

TRANSFER OF KEYS, to J. F. BALLANTYNE, Com. of B. of E. on
DORE School.

ORIGINAL SONG. Words by R. M. GUILFORD, Music by L. L. BOND.

DEDICATORY.

I.

The Friends of Education assemble here to-day,
To add another tribute to CHICAGO'S onward way;
A monument enduring, like others reared before,
Of Western perseverance—We open now the DORE.

II.

The open door of Progress, within the reach of all,
Who, at the feet of Learning, shall rally at the call
Of Wisdom to her children—a boon denied before,
But which, in full fruition, awaits them at the DORE.

III.

Thanks to our Legislature, who listened to the cry
Of many little wanderers, who plead with moistened eye;
And to our noble members who every burden bore
Of that appropriation, which gave to us the DORE.

IV.

And to our City Fathers, deep gratitude we feel,
Who second every effort to "serve the public weal;"
And ask that for the future, as in the years before,
We oft may render homage for blessings like the DORE.

V.

The Board of Education, in seeking for a name,
Forever to perpetuate Chicago's well-earned fame,
Recalled the faithful service so well performed of yore,
And on the unfading tablet inscribed the name of DORE.

VI.

And if this building's future an emblem truly prove
Of earnest, firm devotion in all the works of love,
Like that which marked its namesake,—the mercies we implore
Shall fall in copious showers to ever bless the DORE.

VII.

And when shall here assemble Chicago's future men,
To run the race for Knowledge, where all who seek may win,
Oh! may the gifts of Wisdom, in rich and boundless store
Prove Fame's perpetual legacy to all who seek the DORE.

VIII.

And to our Heavenly Father, who orders all below,
Our noblest thanks we render—before Him humbly bow;
To Him all praise ascribing, both now and evermore,
For this last proof of favor, in giving us the DORE.

ADDRESS, by JOHN C. DORE.

ODE, by JEREMIAH MAHONEY, Principal of Wells School.

ADDRESS, by J. L. PICKARD, Superintendent of Schools.

ADDRESS, by ALD. WOODARD, Chn. Com. on Schools, Com. Council.

ADDRESS, by ALD. MACALISTER, Seventh Ward.

ADDRESS, by WM. H. WELLS, former Supt. Chicago Schools.

ADDRESS, by C. N. HOLDEN, late Prest. Board of Education.

ADDRESS, by HON. THOS. DRUMMOND, Judge of U. S. Court.


MUSIC.

The Steinway Grand Piano used on this occasion is kindly furnished by SMITH & NIXON.

The Music under the direction of Messrs. BLACKMAN & WHITTEMORE.







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CARPENTER SCHOOL,

Center Avenue and Second Street.

DEPARTMENT OF PUBLIC INSTRUCTION,
CITY OF CHICAGO.

Fourteenth Annual Report

OF THE

BOARD OF EDUCATION,

FOR THE

YEAR ENDING JULY 3, 1868.

CHICAGO :

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BOARD OF EDUCATION.

Office: Nos. 76 and 78 LaSalle Street.

L. BRENTANO,
President.

SAMUEL A. BRIGGS,
Vice President.

NAMES.	WARD.	ADDRESS.	EXPIRES.
DAVID WALSH - -	VI.	No. 544 S. Jefferson Street,	1869
EMIL DREIER - -	XII.	No. 137 Milwaukee Avenue,	1869
A. W. TINKHAM, -	XIV.	Board Public Works (Room 6),	1869
J. F. BALLANTYNE,	VII.	Republican Office,	1869
J. F. BONFIELD -	V.	Portland Block (Room 16),	1870
L. L. BOND - -	XI.	Reynolds Block (Room 38),	1870
E. F. RUNYAN - -	IX.	Metropolitan Block (Room 12),	1870
S. A. BRIGGS - -	IV.	Fourth National Bank,	1870
W. H. CARTER - -	II.	Board of Public Works,	1871
R. M. GUILFORD -	VIII.	No. 47 River Street,	1871
T. M. AVERY - -	X.	Canal and West Water Streets,	1871
F. A. EASTMAN -	XVI.	No. 239 Erie Street,	1871
J. WENTWORTH -	I.	Tremont House,	1872
W. H. KING - -	III.	No. 39 Clark Street,	1872
C. C. MESERVE -	XIII.	No. 1 Clark Street (Room 6),	1872
L. BRENTANO - -	XV.	No. 447 North La Salle Street,	1872

OFFICERS OF THE BOARD.

J. L. PICKARD,	-	Superintendent of Public Schools.
SHEPHERD JOHNSTON,	-	Clerk Board of Education.
GEORGE L. LORD,	- - -	Assistant Clerk.
JAMES WARD,	- - -	Building and Supply Agent.
JOHN C. HOWE,	- - -	Office Messenger.

STANDING COMMITTEES.

Buildings and Grounds:

BALLANTYNE, CARTER, AND MESERVE.

Auditing and Finance:

TINKHAM, RUNYAN AND WENTWORTH.

Text Books and Course of Instruction:

CARTER, TINKHAM AND BALLANTYNE.

Rules and Regulations:

EASTMAN, GUILFORD AND WALSH.

Apparatus and Furniture:

MESERVE, CARTER AND GUILFORD.

Examination of Teachers:

BRIGGS, BONFIELD, DREIER AND THE SUPERINTENDENT.

Appointment of Teachers:

BRIGGS, BOND AND THE PRESIDENT.

Janitors and Supplies:

AVERY, BALLANTYNE AND TINKHAM.

Medals and Rewards:

WENTWORTH, BOND AND WALSH.

German:

DREIER, EASTMAN AND KING.

Salaries:

RUNYAN, MESERVE AND WENTWORTH.

Publication:

WALSH, BRIGGS AND DREIER.

Evening Schools:

GUILFORD, BONFIELD, TINKHAM, BRIGGS AND RUNYAN.

Music:

BOND, AVERY AND KING.

High School:

BONFIELD, EASTMAN, AND DREIER.

COMMITTEES

ON DISTRICT SCHOOLS.

<i>Dearborn School</i>	-	-	-	-	BONFIELD.
<i>Jones School</i>	-	-	-	-	BRIGGS.
<i>Scammon School</i>	-	-	-	-	RUNYAN.
<i>Kinzie School</i>	-	-	-	-	MESERVE.
<i>Franklin School</i>	-	-	-	-	BRIGGS.
<i>Washington School</i>	-	-	-	-	DREIER.
<i>Moseley School</i>	-	-	-	-	CARTER.
<i>Brown School</i>	-	-	-	-	AVERY.
<i>Foster School</i>	-	-	-	-	GUILFORD.
<i>Ogden School</i>	-	-	-	-	TINKHAM.
<i>Newberry School</i>	-	-	-	-	EASTMAN.
<i>Wells School</i>	-	-	-	-	BOND.
<i>Skinner School</i>	-	-	-	-	WENTWORTH.
<i>Haven School</i>	-	-	-	-	KING.
<i>Cottage Grove School</i>	-	-	-	-	CARTER.
<i>Holden School</i>	-	-	-	-	BONFIELD.
<i>Holstein School</i>	-	-	-	-	KING.
<i>Walsh Street School</i>	-	-	-	-	GUILFORD.
<i>Dore School</i>	-	-	-	-	BALLANTYNE.
<i>Carpenter School</i>	-	-	-	-	WALSH.
<i>Hayes School</i>	-	-	-	-	DREIER.

ON PRIMARY SCHOOLS.

<i>Pearson Street Primary School</i>	-	-	MESERVE.
<i>Elizabeth Street Primary School</i>	-	-	RUNYAN.
<i>Rolling Mill Primary School</i>	-	-	BOND.
<i>DeKoven Street Primary School</i>	-	-	BALLANTYNE.
<i>Elm Street Primary School</i>	-	-	TINKHAM.
<i>Wentworth Avenue Primary School</i>	-	-	BRIGGS.

CITY OF CHICAGO.

At a meeting of the Board of Education held
July 3, 1868:

The Committee on Publication was authorized
to contract for Printing and Binding Five Thousand
copies of the Fourteenth Annual Report and
Rules of the Board, for distribution.

S. JOHNSTON, *Clerk.*



REPORT
OF THE
PRESIDENT OF THE BOARD.

REPORT.

TO THE

Board of Education of the City of Chicago:

GENTLEMEN: If the favor with which the citizens, and especially parents and guardians, look upon any institution of learning—and if their eagerness to have their children received into and educated in such an institution, may be considered as evidence of the high standard of a school, then we may look with satisfaction and pride upon the public schools of this city, which are entrusted to our Department of Public Instruction. But while I congratulate you upon such evidences of the high appreciation in which our public schools are held in the community—a fact in which you may find your highest and only compensation and reward for the services rendered in the interest of the growing generation—I regret with you that, however excellent these schools are, we at the same time must admit that the school accommodations which we

are able to afford, are entirely inadequate to the wants of our fast growing city. While in theory our laws promise to all the children of a certain age a free education in the public schools, and while our citizens have to pay heavy taxes for the support of those schools, yet, in fact, we can not give accommodations to even half the children who, by law, are entitled to be educated in them. It is a hardship and a wrong, that the child of a citizen who is taxed for the support of the Department of Public Instruction, is refused admittance at the door of the public school building standing in front of his dwelling-house, because all the rooms contained in the school building are already crowded to excess.

It would be easy to account for this deficiency by alluding to the extraordinary growth, and the unprecedented increase of the population of this city, and to find therein at least a partial excuse, but at the same time we must confess that it was rather late when we perceived that some more vigorous efforts were required to provide for the necessary means for practically executing the laws guaranteeing to our children a free education. Previous to the year 1865, the money for erecting school houses came principally from the interest of the school fund, and from the school tax fund, and even the charter amendments, approved February 15,

1865, allowed no higher school tax than three mills on a dollar, to meet the expenses of purchasing grounds for school houses, and building and repairing school houses, and supporting and maintaining schools, at the same time authorizing the Common Council to provide for the issue and sale of not to exceed one hundred bonds of the city, of the denomination of one thousand dollars each, for the sole purpose of constructing school houses, of which bonds not more than twenty-five could be issued in one year. Of these bonds, seventy-five had been issued, when the last Legislature, duly appreciating the wants of the city, authorized the Common Council to issue school bonds to the amount of five hundred thousand dollars, for the purpose of purchasing and improving school grounds, and erecting and constructing school houses. For this liberal provision, we are indebted to the indomitable energy of our lamented member, the late Hon. Moses W. Leavitt, who was then a member of the House of Representatives, and whose efforts were most ably seconded by Hon. Lester L. Bond in the House, and Hon. Francis A. Eastman, in the Senate of the General Assembly, both of them members of this Board. How this money was expended, the report of the Committee on Buildings and Grounds sets forth in detail; but liberal as this provision was, it was not sufficient

to meet the demand for school accommodations, and if the Legislature had not at the same time authorized the Common Council to levy a school tax of five instead of three mills on the dollar, we would now be unable to finish and furnish all the buildings at present in progress of erection, and to build school houses in places and neighborhoods where the most imperative necessity exists.

In the yearly report of 1865, President C. N. Holden said: "I see no good reason why those of to-day should be over-taxed to purchase lots that are to double and treble in value, and to erect permanent buildings, to be used for the next twenty to fifty years, while those who come after us, more able to bear the burden than we of to-day, are to enjoy them without cost." This argument is sound, and I fully indorse it. If the laws regarding free popular education, the very basis of our government, shall be executed according to their letter and spirit, the Legislature ought to authorize the Common Council to furnish us with necessary means, on the plan least oppressive for the present generation.

HIGH SCHOOL.

The last report of the President of this Board conclusively showed that a new High School building is needed. In order to admit all the

scholars who graduated from the Grammar Schools to seats in the High School, we had not only to convert the library into a school room, but also to remove one class to the assembly hall. It could be foreseen that such measures could give only temporary relief, and that in a very short time we must resort to more radical remedies. The most natural remedy for this state of affairs was suggested by my predecessor, and unanimously adopted by the Board. It is the erection of a new High School building for the accommodation of at least one thousand pupils, located in a central part of the city, and accessible from each division at or near the converging point of the horse railroads. Dearborn Park was suggested as the proper location for a new High School building, but an examination of the title showed that there existed at least some grave doubts whether this lot could be used for school purposes without further legislation. The recorded plat of what is called "Dearborn Park" bears the proviso that the lot shall be forever kept free from buildings ; and while some jurists express the opinion that it requires the consent of all the adjacent property-holders to convert Dearborn Park into a school lot, others give it as their opinion that the city, by force of their eminent domain, could condemn the reserved rights of the property-holders. A careful exami-

nation of the city charter shows that the city has no authority to condemn private lands or private rights in lands, for school purposes, although such authority exists in regard to highways, streets, alleys, railroads, and other public interests. Certainly public education is of the highest public interest, and if a railroad may be legally empowered to enter the private lands of a private citizen, or to cross Dearborn Park or any other public domain with their track, or to encumber it with depots or workshops, should not the city have the same right to condemn private lands, or reserved rights of private individuals in the public domain, after just compensation being made, for the purpose of erecting school houses?

I wish to call your attention to this highly important point—not only important as a new High School building is in question, but also important as far as the necessity may arise of erecting public school houses in parts of the city where there is no property in the market, or where the same could be acquired only at exorbitant and outrageous prices, or not in the required quantities. I therefore would respectfully suggest that the proper steps be taken to secure such legislation as will insure the possibility of acquiring for school purposes a lot which, in its present shape and by its present use, is neither an ornament to the city nor of any benefit to its inhabitants.

HIGHER COURSE OF STUDY IN THE GRAMMAR SCHOOLS.

In our estimates for the present fiscal year we asked the Common Council for an appropriation of one hundred thousand dollars towards the erection of a new High School building. The enormous increase in the cost of the city administration, caused by the extraordinary growth of the city, did not allow the Common Council to make such an appropriation, and so the erection of a new High School building must be deferred for the present time. It is quite natural that with the increase of our District Schools the scholars in the Grammar Department will increase also; and that therefore more and more candidates will apply each year for admission into the High School. Under such circumstances the rooms of the present building must be overcrowded, and a great many who by their success in the Grammar School are entitled to admission, can not be received. The only remedy which I can see, is in extending the course of studies in our District Schools to such branches of learning as are taught now in the first year at the High School. This would give our Grammar Schools a higher standard, and at the same time elevate the High School, enlarging its sphere and bring-

ing it nearer to a first-rate college. A great many pupils who feel a pride in graduating for the High School, and being admitted thereto, leave it again during or at the end of the first year. These could acquire all the knowledge which is accessible to them in the junior classes of the High School, in the senior classes of the Grammar Schools, while those who intend to go through all the studies that could be offered to them in the High School with an extended course, would receive in this way in the last year such instruction as is now generally reserved for colleges.

NEW SCHOOL BUILDINGS.

The report of the Committee on Buildings and Grounds, to which I refer, shows what buildings were finished in the course of last year, and what are now in process of erection. According to their report, the Dore School, Carpenter School, Holden School, and Hayes School, four large, four story brick buildings are finished; a new Franklin School, also a four story brick building, in place of the old structure, is going up; and on Reuben Street a new structure, named in honor of the last President of this Board, the "Clarke School," is in process of erection, and will be ready for occupancy before the close of this year. The

Clarke School is built on a different plan from our other buildings, inasmuch as it will be only three stories high, with wings, thereby avoiding the necessity of so much traveling up and down stairs, and danger from any sudden alarm. It seems to be now the settled policy of the Board to erect no more four story school houses, if the grounds allow the necessary extension of the building. Two primary school buildings have been erected, one on Elm Street, and the other on Wentworth Avenue, both under the sole direction and superintendence of our efficient Building and Supply Agent, James Ward, Esq.

Where the Board contemplated the erection of other school buildings, will be seen in the estimates submitted to the Common Council, which buildings will be erected in the course of the present year, as far as the appropriations made for this purpose, will allow.

VENTILATION.

The erection of so many new school buildings at heavy expense, directed the attention of this Board to the very important question of the best mode of heating and ventilating them. Several members of the Board, in company with some experts, visited Madison, Wisconsin, for the purpose of inspecting the heating and ventilating

apparatus there in use, in the State Capitol and in the Asylum for the Insane. These two buildings are heated and ventilated on the system of indirect radiation, by means of a fan, which, in winter, drives the fresh air over steam-heated coils into the different rooms, distributing the heated air equally in the lowest and highest rooms, and renewing the air by means of ventilating flues every few minutes; while the same fan, in warm days, supplies the school rooms with a current of fresh and cool air. The advantages of this system of heating, over all other systems, seem to be obvious, and, therefore, the Board, having the health of the children under their care, concluded to adopt this plan for all the large new school houses. Such an apparatus was first introduced into the Dore School building, and although this apparatus has been in operation only since the 4th of January last, the excellencies of this system were so clearly demonstrated, that the Board ordered similar apparatus to be introduced into the Carpenter, Holden, Hayes, Clarke, and Franklin School buildings. All the contracts for doing this work were awarded to the well known firm of Walworth, Twohig and Furse, who put in the apparatus in the Dore School, at an average price of \$10,000 each.

SCHOOL LANDS.

In 1865, President C. N. Holden called your attention to the fact that the Dearborn, Jones, and Scammon Schools, are situated on business streets, upon lots of great value for business purposes; that the buildings are old, and not sufficient, and that these lots could be sold at high figures, and that lots in better school locations could be bought, and capacious buildings could be erected out of the proceeds of the old lots. It is obvious that this suggestion was a good one at the time, and will apply with even more force at the present. We all know that these buildings are insufficient for the accommodation of the children, and that the same are by no means representative structures or ornaments to the city. Inasmuch as these lots are part and parcel of the school lands described in chapter xiii., section 1, of the City Charter, the Common Council could sell the lots, but the proceeds arising from such sales must be added to and constitute a part of the school fund. Inasmuch as those lots were bought as school grounds, there could not be any objection to applying the proceeds of such sales to the purchase of other and better school grounds.

TEACHERS AND THEIR SALARIES.

If the salaries of the teachers were not (with two exceptions) increased for the next school year, it was not from a sense that our teachers — especially the assistant teachers — received a full and just compensation for their services, but because the Board felt constrained, under the present circumstances, where there are such strong demands for more school houses and more teachers, to practice the most rigid economy. In the minds of the Board, only the kindest feelings are entertained towards the teachers, whose office is held in the highest esteem. We consider the calling of the teachers of our children as most honorable and sacred. We see in the teachers the representatives of the parents during a large portion of the day; we regard them as the co-workers with the parents, to whom, even, in many cases the moulding of the tender heart and mind of the child is entirely entrusted. We take in consideration that there exist not the same natural ties as between parent and child, although we expect and require of them the same tender care and the same patience with which fathers and mothers treat their children. We all know that one of the greatest faults in the social order of things is that woman is paid less for the same

amount of work, of the same quality, than man. We hope the time will come when women will have, at least in this respect, the same rights as men.

I am happy to state that at the last annual election every one of our teachers who was a candidate for re-election, was re-appointed with a unanimity unprecedented since I have had the honor to be a member of this Board. This fact proves unmistakably that our examinations are so rigid as to exclude poor material, that our Normal School, from which we draw a portion of our teachers, is an excellent institution, and that our Superintendent, and the Committees on our several schools have done their duty in the fullest measure.

GERMAN INSTRUCTION.

Instruction in German appears now to be a standing part of the course of instruction in our district schools. It is given to such children only as have a desire to study that language. The parents, especially American, seem to appreciate the advantages of the study of a language kindred to the Anglo-Saxon, so that the demand for German teachers is always increasing. I refer to the able report of the Committee on German.

MUSIC.

Instruction in Vocal Music is one of the new features of our school system. It is entrusted to two teachers, who, at regular times, visit the schools, there to instruct pupils and teachers, so that every teacher is enabled to give instruction to the children. A public exhibition, given at the Washington School, at the close of the school year, showed that there are a great many sweet voices, well developed under the care of competent teachers. Whoever understands the cultivating influence of music on the human mind, will not regret paying a few cents of taxes for this branch of public instruction.

GYMNASTICS.

As necessary as fresh air and good ventilation are to the health and bodily development of the child, no less necessary is a regular exercise of the body and limbs. "Only in a sound body can live a sound mind," was a maxim of the ancients, who educated their children to a vigorous use of their limbs, in wrestling, fencing, running, riding on horseback, and at whose Olympic games not only the youth contested for the prize of the greatest bodily strength and the swiftest agility, but the poet read his verses and the historian his

works. Gymnastics are acknowledged to be necessary in our schools. The exercises practiced there are of great value; but no one will say that those exercises are sufficient to strengthen and develop the body. They are, in my opinion, only a relief, needed when a child is compelled to sit quietly, according to the rules of discipline, in his chair. In Germany, Gymnastics or "Turner Exercises" are made a branch of instruction in the public schools, and the wonderful agility and endurance of the Prussian soldiers, in the last war, were mainly achieved because those soldiers were well practiced "Turners." Two years ago the Board introduced Turner Exercises into the High School, by way of trial, during spring and summer. A teacher was appointed, who received a small salary; the young students enjoyed those exercises much, but I am sorry to say that they were discontinued, simply on account of the trifling expense caused thereby. Now the boys and young gentlemen practice on the apparatus erected in the school yard, without the supervision of a teacher, during recess time, and are in this way exposed to all the dangers of inexperience and daring.

PENMANSHIP.

Nothing recommends a young man more in business circles, than a fair handwriting. A careful inspection of the writing books of the scholars, in most of our schools, has convinced me that Calligraphy is a branch of study in which very good progress has been made, but one thing seems to me to be lacking—the uniformity of writing. The copy books introduced in our schools are intended to promote such uniformity, but it is natural that much depends upon the penmanship of the teacher, and it would be vain to expect that all the teachers should write alike. It would be a great improvement if, in the Grammar classes, the exercises in Penmanship could be superintended by one good teacher, who, like the music teachers, should go to all the Grammar Schools, and there, at stated times, supervise the writing exercises of the scholars. I think such a course would be of great benefit to the children, and would insure the greatest possible uniformity in Penmanship.

IN MEMORIAM.

During the last school year, we have had to mourn the loss of one of our members. Hon. Moses W. Leavitt, who had served his first term,

and had just been re-elected to the Board, was called away from this earthly field of labor, in the vigor of his manhood. In Mr. Leavitt the cause of popular education lost one of its strongest friends, the Board one of its most efficient members, who did not content himself with doing his own share of the common work, but who extended his labors over each and every one of the schools of Chicago. His exertions, his activity, and his success, will never be forgotten, and his memory will be held sacred by his colleagues.

Shortly after Mr. Leavitt's death, another gentleman who was formerly connected with the cause of popular education, as a member of this Board, was removed from our midst. WILLIAM JONES, Esq., one of our oldest and most esteemed citizens, who, for a period of eleven years, exerted himself in that noble cause, died in January last. The "Jones Fund," a donation for the benefit of the Jones School, will stand forth as a monument perpetuating the memory of a high spirited and noble man.

POWERS OF THE BOARD OF EDUCATION.

In my opinion, the powers of the Board of Education, as defined in the city charter, ought to be somewhat enlarged. According to existing practice, many acts are done by this Board, which

properly belong to the Common Council. The city charter provides that the Common Council shall hire buildings, suitable for school houses, furnish schools with the necessary fixtures, furniture and apparatus, and keep school houses in repair. A strict construction of these charter provisions would make it necessary to apply to the Common Council in every case where the slightest repair of a school room, or school furniture was required, thereby causing injurious delay, and multiplying the business of the Common Council. By a liberal construction of the city charter, and by the indulgence of the Common Council, this Board has assumed the right to execute all these acts, after the Common Council has appropriated the necessary means. This may all be well while no legal controversy is raised, but it would certainly be better if all such powers as have hitherto been assumed, could be legally conferred upon the Board of Education, just as such powers are vested in other branches of the city government. I most respectfully recommend bringing this matter to the consideration of the Legislature through the Common Council.

L. BRENTANO, *President.*

REPORTS
OF
STANDING COMMITTEES.

REPORT OF THE COMMITTEE
ON
EXAMINATION OF TEACHERS.

DURING the year ending with the organization of the Board for 1868, the Committee has held twenty-seven examinations; twenty-five of which were for female teachers, and two for male teachers. The examination of July 2nd was for graduates of our Normal School for the year 1867. The two examinations held upon August 30th were as follows: the first, for teachers of experience, and the second, for such as had had little or no experience. The large number presenting themselves at this quarterly examination in August made it necessary to modify our practices somewhat, and to this end the Board adopted a rule providing for monthly examinations upon the third Friday of each month. Candidates applying for examination are now furnished with copies of the

following circular (the blanks being filled to suit the time).

OFFICE OF THE BOARD OF EDUCATION, }
CHICAGO, — 186 . }

M — — —

There will be an examination of female teachers at the office of the Board of Education, 76 La Salle street, on — the — day of — commencing punctually at 9 o'clock A.M.

Teachers who have had successful experience in schools similar to our own will be preferred, but not to the exclusion of others.

Candidates will be examined upon all Common English Branches, and if successful will be placed on trial (except in cases of special excellence) before a permanent appointment. Applicants must be at least 18 years of age.

Salary, \$450 per annum for first 14 weeks; \$550 for one year thereafter; \$650 for the next year thereafter; \$700 subsequently.

Special favor, in matter of salary, is sometimes shown to experienced teachers after a short trial.

Board, \$6 to \$8 per week.

As a general rule, applicants who receive appointment will be assigned to Primary work, but may expect transfer to Grammar work upon merit.

Respectfully,

J. L. PICKARD,
Superintendent Public Schools.

Upon August 14th an examination of male teachers was held, to which all applicants were invited who chose to come. After this examination the Committee thought it best to change its course of action, and from that time forth applicants for positions as Principals of Grammar

Schools, and as Assistants in our High School, have been requested to send to the Committee such testimonials of their ability and success as they may be able to procure, and to await a reply before coming to the city for examination. Previous to the examination of March 21st, more than fifty applicants had complied with the request of the Committee, and after full and careful examination of the papers filed in each case, twelve or fifteen were invited to an examination which was to determine the filling of the vacancy in the Carpenter School, to be opened in May. A rigid examination was had, both written and oral. The questions used at the written examination were as follows:

ORTHOGRAPHY AND DEFINITIONS.

Correct the following :

Prefferring the kornelion hues, and sepperateing the innuen-
does, I will simply state that a peddlars poney ate a pottatoe
out of a waggin while its owner anounst that he was a travvel-
ler, and had for sale jewellerey, stashionary and every conseav-
ible article of dry-goods, and confest considderible embaras-
ment, as he was not only nearly phrenzied, but was almost
sick with an eggzajjered attack of tizzic, besides his ordinary
afflixion of kronik diarear.

Spell properly, and define the words whose pronounciation is
indicated below :

Newmopix, Hemmerage, Skurillus, Arketraiv, Sickkofant,
Abrijment, Amorfus, Dyakkilon, Teknollojy, Velossipeed.

ARITHMETIC.

1. Illustrate, by an example, the division of one Common
Fraction by another, and analyze the process, step by step.

2. Find the G. C. D. of 589 and 899, analyzing the process.

$$3. \frac{5}{7} \times (100 - \frac{200}{3} + \frac{7\frac{1}{3}}{2\frac{1}{4}}) = ?$$

4. What is meant by the "Metrical System," and what is the Unit of Length?

5. 6 $\frac{2}{3}$, 33, 1 $\frac{1}{2}$, 15.232 gr. to lb. av. expressed decimally.

6. A farmer expended \$76 in calves, at \$3 each, and sheep at \$2 each. He afterwards sold $\frac{1}{4}$ of his calves and $\frac{2}{3}$ of his sheep for \$23, thereby losing 8 per cent. How many of each did he buy?

7. If a line drawn from a point on one side of a square, $\frac{1}{4}$ the distance from the angle A to the angle B, to a point on the adjacent side $\frac{1}{3}$ the distance of the angle A to the angle C, measures 42 feet, what is the area of the square?

8. A careless grocer bought 10 hhds. of molasses, each containing 120 gals., at 24 cents per gal., and retailed it at 28 cents, beer measure. Did he gain or lose, and how much?

9. For what sum must I give my note at a bank, at 90 days, to receive the money requisite to pay for 400 bbls. of flour, at \$7.50 per bbl., on which the seller allows me 6 per cent. discount for cash?

10. A gardener ordered an iron roller, the outside diameter to be 20 inches, the length 50 inches, and the thickness $1\frac{1}{2}$ inches. How many cubic inches will it contain?

ENGLISH LANGUAGE AND LITERATURE.

1. Analyze :

*"Who has no inward beauty, none perceives,
Though all around is beautiful."*

Parse the words in italics.

2. What is a complex sentence? Give an example in which both subject and predicate are complex.

3. What is the use of rhetorical figures? Give examples and define any in the following:

"And trembling Tiber dived beneath his bed."

4. What is the principal source of the sublime? Illustrate the difference between the sublime and the beautiful.
5. What are the different uses of *that*? Give examples of each.
6. Decline eagle, hero, valley, which, and p.
7. Who was Spenser? When, where, and in whose reign did he live? Describe his principal work.
8. What languages form the basis of the English? What classes of words are derived from each?
9. Define epic poetry, and name the great epic poets of antiquity, with their most celebrated productions.
10. Quote at least ten lines of some poem with which you are familiar, transpose the same into prose, and give a concise biographical sketch of the author.

GEOGRAPHY AND HISTORY.

1. Name four cities of the Eastern Hemisphere having about the same latitude as Chicago.
2. Describe the Danube river, tracing its waters from their source to the ocean; and say what you can of its commercial value.
3. Name, in their order, and locate, the five largest cities of the world, giving (approximately) their population.
4. Trace the meridian of Chicago from the North to the South Pole, naming the Countries or States crossed by it.
5. Name the countries of the world (including islands) crossed by the equator, and describe the largest country and the largest island.
6. State the cause of the French and Indian War; its date; and the circumstances that served to open it.
7. Give an analysis of Burgoyne's campaign.
8. Braddock's expedition.
9. Name the Norman monarchs of England. What House succeeded them?
10. The Spanish Armada. Date and full history.

MISCELLANEOUS QUESTIONS.

1. In what does business consist? What is book-keeping, and how many methods are there? What are the characteristics of each?

2. Suppose you are in the wholesale grocery business in Chicago, and sell to-day to Ed. Cook the following goods: 3 chests of tea, each containing 75 lbs., at \$1.45 per lb.; 14 barrels of sugar, each 200 lbs., at $17\frac{3}{4}$ cents; 4 sacks O. G. Java coffee, each 160 lbs., at $48\frac{1}{4}$ cents per lb.; 45 bbls. dried peaches, each 140 lbs., at $9\frac{1}{8}$ cents.; 4 sacks table salt, 198, 202, 191, 209 lbs., at \$3.45 per C. These goods you agree to sell at 60 days, but as he prefers to pay cash, you discount $1\frac{1}{4}$ per cent. Make out his bill as he should have it after receiving the goods and paying you the money.

3. Write the note he would give for the above bill in case he preferred to take time on them.

4. Under what conditions would the Tropic of Cancer be situated 30° from the equator? Would this affect any other circle? If so, which, and to what extent? Would such a change disturb the physical condition of the earth? If so, how? Would it affect commerce? If so, how?

5. What circumstances affect Climate? Illustrate at length.

6. Describe Glaciers and their method of formation. State where they are found. Are there any in the Western Hemisphere?

7. What is meant by Drift, and the Drift Epoch? Does this State exhibit any of the effects of it?

8. Describe the process of Digestion?

9. At what age would you recommend that the study of technical English Grammar be commenced, with ordinary children? Explain the method you would pursue.

10. What educational journal do you subscribe for? Give a synopsis of some article in any late number which has specially struck your attention.

NATURAL SCIENCE.

1. How do rain and snow differ? What are the uses of snow? Why are not rain-drops always of the same size? Why is snow white?
2. Describe the different methods by which heat is communicated.
3. Explain the action of the common pump, giving a figure of one.
4. Give the theory of the origin of unstratified rocks, naming several.
5. Name and describe the branches into which the animal kingdom is divided.
6. Composition of air? Of water?
7. How do trees grow?

ALGEBRA AND GEOMETRY.

8. Solve the following, finding all the values of x :

$$\left(x + \frac{8}{x}\right)^2 + x = 42 - \frac{8}{x}$$

9. Demonstrate:

“In any right-angled triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides.”

10. Demonstrate:

“Any inscribed angle is measured by half the arc included between its sides.”

Eight of the seventeen candidates present were deemed worthy of certificates. One, Mr. Alfred Kirk, of Columbus, Ohio, was soon after elected Principal of the Carpenter School, and more recently another, Mr. Francis Hanford, of Evanston, Ill., has been elected Principal of the Kinzie School.

The following Table gives the number present at each examination, the number successful, the average attainments of all examined, upon a scale of 100, the average attainments of the successful applicants, and the number appointed from the successful ones, with their average attainments:

SCHEDULE OF EXAMINATIONS.

DATE.	NUMBER EXAMINED.		NUMBER SUCCESSFUL.		AVERAGE OF ALL EXAMINED.		AVERAGE OF SUCCESSFUL.		NUMBER APPOINTED.		Average of those Appointed.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1867.											
June 4.....		2		1		77		92			
July 1.....		3		2		70		85			
July 2.....		26		26						25	85
August 14.....		1		1		95		95		1	95
August 21.....		1		1		82		82		1	82
August 14.....	17		5		68		78		2		80
August 30.....		22		13		76		80		10	81
August 30.....		22		6		68		80		3	80
September 3..		18		3		63		81		0	
September 20..		9		4		65		81		1	86
October 18....	1	14	0	7	70			79		4	77
November 15..		16		6		54		74		5	74
December 20..		16		5		65		75		5	75
1868											
January 2.....		4		3		80		88		2	89
January 17....		13		6		63		77		4	79
January 27....		2		0		72				0	
February 14..		3		3		85		85		2	84
February 21..		19		6		62		74		4	76
March 20.....		29		14		68		75		10	76
March 21.....	17		8		65		76		2		82
March 31.....		6		3		67		81		3	81
April 2.....		2		2		84		84		1	84
April 3.....		3		3		77		77		3	77
April 10.....		5		3		75		81		3	81
April 17.....		27		13		65		77		6	81
April 18.....		16		7		66		74		4	75
May 1.....		4		2		70		84		2	84
Total.	35	283	13	134	67	67	76	83	4	101	83

The examinations have been quite strict, but in no instance so severe as to shut out any who are qualified to instruct in our schools. Some who

might have succeeded well in the *discipline* of a school, have undoubtedly failed in literary qualifications. A very few, through excessive timidity or illness, have not done themselves full justice. We have in no case discouraged any from a second trial, who seemed to have a reasonable excuse for failure. The remark so often made by the unsuccessful, "The examination is not an unfailing test of ability to teach"—contains some grains of truth. No tests are infallible, and we know of no better method by which to judge of the ability of applicants than the one at present pursued. If by it some are excluded who might have succeeded well, it is very certain that with more knowledge they would succeed better, while it is very generally true that a person can not impart what he does not himself possess.

We deem it quite certain, that our schools improve under more rigid examinations of teachers, first, in securing better talent, and, secondly, in stimulating older teachers to study, that they may keep pace with present requirements. We feel that it is well to guard the gate through which alone entrance to our schools is obtained.

S. A. BRIGGS,	}	<i>Committee on Examination of Teachers.</i>
W. H. RYDER,		
F. A. EASTMAN,		
J. L. PICKARD,		

REPORT OF THE COMMITTEE
ON
TEXT BOOKS AND COURSE OF
INSTRUCTION.

THE following Text Books have been adopted by the Board of Education for use in the High and District Schools for the ensuing year:

TEXT BOOKS USED IN THE HIGH SCHOOL.

GENERAL DEPARTMENT.

1. Preparatory Studies reviewed, using the text books authorized in the District Schools.
2. Warren's Physical Geography.
3. Weber's Universal History.
4. Ray's Higher Arithmetic.
5. Ray's Algebra.
6. Davies' Legendre.
7. Davies' Plane and Spherical Trigonometry.
8. Davies' Mensuration.
9. Gillespie's Surveying.

10. Hanaford and Payson's Elementary Book-keeping.
11. Gray's Botany.
12. Robinson's Elementary Astronomy.
13. Cutter's Physiology.
14. D. A. Wells' Natural Philosophy.
15. D. A. Wells' Chemistry.
16. Hitchcock's Geology and Mineralogy.
17. Coppee's Rhetoric.
18. Wayland's Political Economy.
19. Shurtliff's Governmental Instructor and Constitution of the United States.
20. Haven's Mental Philosophy.
21. Cleveland's English Literature.
22. Edwards' Sixth Reader.
23. Coronet.
24. Woodbury's German Series.
25. Schiller's William Tell.
26. Schiller's Maria Stuart.
27. Campbell's New German Course.
28. Goethe's Egmont.
29. Fasquelle's French Course.
30. Chapsal's Literature Française.

CLASSICAL DEPARTMENT.

Nos. 1, 2, 3, 4, 5, 6, 13, 14, 21, 22, 23.

Harkness' Latin Grammar. (The use of Andrews' to be continued by the pupils who now have it.)

Andrews' Latin Reader.

Andrews' Latin Prose Composition.

Andrews' Cæsar.

Johnson's Cicero.

Bowen's Virgil.

Andrews' Latin Lexicon.

Anthon's Classical Dictionary.

Crosby's Greek Grammar.

Crosby's Greek Lessons.

Arnold's Greek Prose Composition.

Felton's Greek Reader.

Boise's Xenophon's Anabasis.

Owen's Homer's Iliad.

Liddell and Scott's Greek Lexicon.

TEXT BOOKS USED IN THE DISTRICT SCHOOLS.

Analytical Series of Readers.

Analytical Speller.

Alden's Citizens' Manual.

Charles A. Goodrich's History of the United States, revised by Seavey.

Greene's Introduction to Grammar.

Kerl's Common School Grammar.

Warren's Common School Geography.

Mitchell's Primary Geography.

Robinson's Practical Progressive Arithmetic.

Robinson's Rudiments of Arithmetic.

Walton's Primary Arithmetic.

Walton's Intellectual Arithmetic.

Payson, Dunton and Scribner's Writing Books.

Webb's Charts.

Philbrick's Primary School Tablets.

Webster's Primary School Dictionary.

Song Garden No 2.

Movable Cards, with Words and Letters for the use of the Tenth Grade.

Dictionaries.—Webster's and Worcester's Quarto Dictionaries shall be used as authority in Definitions ; and Webster's Dictionary as authority in Orthography and Pronunciation ; but the orthography of any scholar, in exercises of composition, shall not be deemed incorrect if in accordance with either Webster or Worcester.

Changes have been made in Readers—"Parker and Watson's Primer, First, Second, and Third Readers," and "Hillard's Fifth and Sixth Readers," giving place to the full "Analytical Series of Readers."

The "Analytical Speller" also is to take the place of the "National Speller."

"Emerson's First Part," and "Colburn's Intellectual Arithmetic," give place to "Walton's Primary Arithmetic," and "Walton's Intellectual Arithmetic."

The "Song Bird No. 2" has been dropped from the list, and "Song Garden No. 2" is to take the place of "Merry Chimes."

"Harkness' Latin Grammar," with beginners, takes the place of "Andrews and Zumpt's Latin Grammar." (Those who have used Andrews thus far in their course will not make any change.)

"Harkness' Arnold's First Latin Book" is to be dropped from the course.

"Alden's Citizens' Manual" is added to the list of books in use in the District Schools.

The question of a change of Algebra in the High School list is under discussion, and will be decided at the August meeting.

"Campbell's New German Course," and "Goethe's Egmont," were added to the list in the High School.

J. F. BONFIELD,	}	<i>Committee on Text Books and Course of Instruction.</i>
L. L. BOND,		
R. M. GUILFORD,		

REPORT OF THE COMMITTEE
ON
GERMAN.

YOUR Committee on German begs leave to submit the following report:

With the school year which has just closed, the study of German has passed its third year in our schools. It has truly become an institution with us, and very many of its former antagonists are now as earnestly in favor of it, having learned by the experience of the past years that the study can be successfully pursued without interfering with the regular course of study. The language has been taught in the same five schools as during last year, namely: the Washington, Wells, Newberry, Franklin and Moseley Schools, and was also at the beginning of last term introduced into the Cottage Grove School. A petition has been presented to the Board for its introduction into the Carpenter School, signed by one hundred and twenty-five

residents of that school district; and another petition is being circulated and obtaining numerous signatures in the Kinzie School district. We have no doubt that before the lapse of three years the language will be taught in all our schools, as far as it will be possible to provide accommodations, and that it will ultimately be considered as an essential part of common education.

The Washington School was the first into which the study of German was introduced, as an experiment, three years ago; still, owing to the continual changes of school districts, which the rapid increase of our population makes a necessity, and the very frequent, or almost general habit, of giving up the study when entering the first grade or the first division, not one of those pupils remains who commenced the study when it was first introduced.

The school opened with one hundred and forty-three scholars. At the beginning of the last term forty had left, on account of their being transferred to the Carpenter and other schools, and fifteen in order to prepare for the English examinations. At the close of the term the number of pupils was eighty, of whom nine were in the Third Reader, twenty-eight in the Second Reader, and forty-three in the First Reader. Seventeen of the pupils are of German parentage, though all born here; the

balance are American children, with a few of Irish and Norwegian descent. Your Committee held an examination just before the beginning of the Summer term, which gave very satisfactory results. The higher classes were well versed in Grammar, and the writing, as well as the pronunciation, was good. Mrs. M. Fee has been the German teacher at this school ever since Mrs. Reed was transferred to the High School.

In the Wells School, the September term opened with eighty-six pupils, seven of which number belonged to the grammar department, and the balance to the primary department. The number increased until it had reached one hundred and sixty, divided into eight classes, one of which, numbering twenty-five scholars, was in the Second Reader, the balance being primary pupils. When the examinations for the higher grades were about to take place, very many pupils dropped the German for several weeks. When the Summer term opened the number of scholars had diminished to one hundred and fifteen, owing to the opening of the Carpenter School, to which a great many of the German scholars were transferred. Thus, out of the Second Reader class of twenty-five, only five remained. An examination of the different classes was held in this School, by your Committee, on the 26th of June, which

gave as good results as from the above reasons could be expected. The instruction is ably conducted by Miss Eliza von Horn.

The Newberry School has, through the year, had the largest number of German scholars, averaging about two hundred; in November, the number had even reached two hundred and thirty-five — in our estimation far too many for any one teacher — and it closed with one hundred and eighty-five. Here, as in all the other schools, the preparation for examination in the English branches operated to diminish the number. Quite a number of the pupils are well versed in German Grammar, and we have with great satisfaction noted the marked improvement over last year, and the gradual, but steady advancement through the year. An examination was held in this school, by your Committee, on the 25th of June, in the presence of the President of the Board, which gave the most gratifying results, as well in respect to Grammar as to pronunciation and translation. Miss Louise Rapp is the teacher, and one of rare talent and ability. We think it, in this connection, due to the Principal of the Newberry School, to say that he not only does not throw any impediment in the way of the study, but gives the teacher his hearty support and co-operation.

In the Franklin School, the year opened with

one hundred and fifty scholars. At the close of the year the number had diminished to one hundred and twenty, owing partly to some being transferred to the Elm Street branch, but mainly to the falling off in order to prepare for the English examinations. An examination was held on the 25th of June, by your Committee, which gave excellent results. Though the majority of the children are of German parentage, quite a number of American children participated in the study, and one class of these was quite proficient, not only in translation and pronunciation, but also in Grammar. The classes are all doing well, and give unmistakable evidence of superior tuition. Miss Achert is the accomplished teacher in this School.

In the Moseley School the average attendance has been one hundred and thirty-five, but has varied greatly. The term began full, but sank towards the middle and the close, as the spirit, perseverance, or general scholarship failed, or as the scholars changed classes in the English divisions. Some also left on account of their being transferred to the branches of the school. The first term thus commenced with one hundred and twenty-six pupils. During the term forty-five left and forty-three entered, leaving the number at the close of the term one hundred and

twenty-four. The second term began with one hundred and sixty-two, but before Spring twenty-one had left for various causes. At the beginning of the third term, there were one hundred and forty-two scholars. Of these, nineteen, including the first class of the first division, had left by the middle of the term. Since then, the English examinations, with the necessity of preparing for them, has induced ten more to leave the German study, so that only one hundred and thirteen were attending at the close of the term, out of which number eighty-three are in the First Reader, twenty-four in the Second Reader, and six in the Fourth Reader. Grammar is taught orally to thirty pupils; the lessons are first carefully construed, and then translated. With very few exceptions, the pupils are all of American parentage. An examination of the different classes was held by your Committee on the 26th day of June, which gave as good results as, under the many changes during the year, could be expected. Miss Marion McClintock is a very zealous and accomplished teacher — the only American teacher of German in our city.

In the Cottage Grove School the study of German was introduced with the opening of the last term. The scholars already number one hundred and seventy-five, almost all of whom are

American children and beginners. The school is doing well. Miss Virginia von Horn is the teacher, and she will, without doubt, succeed.

It will thus be seen that about nine hundred and fifty scholars have participated in the study of German, and while there is every reason to feel satisfied with the results already gained, still we believe there is room for further improvement. So far, the study of German has not only been entirely voluntary on the part of the scholars, but the progress in the study has not been counted, as in the English branches. We believe that this is a very serious impediment to the success of the study, and ought to be different, as the consequence is that the lessons are almost entirely learned by repetition in the classes, instead of their being studied at home, which, of necessity, makes the progress much slower than it would otherwise be. We believe that the progress, as well as the attendance, would be much advanced, if all who study German were affected in their general standing by their standing in this language — if a zero brought it down and a hundred brought it up. As it is now, when a class is preparing for the High School, or even for an examination for a higher grade, finding the German an extra task without extra credit, very many scholars follow the prudent advice of the English teacher, and drop the unac-

credited language for the last three or four months of the year.

The plan suggested in the last year's report by your Committee, of the German teachers assembling at the Teachers' Institute, and bringing some of their scholars with them, and teach there under the superintendence of the accomplished teacher of German at the High School, has been regularly carried out during the past school year, and has been productive of much good in regard to the methods of teaching.

All of which is respectfully submitted.

E. DREIER,	}	<i>Committee</i> <i>on</i> <i>German.</i>
L. BRENTANO,		
F. A. EASTMAN,		

REPORT OF THE COMMITTEE
ON
BUILDINGS AND GROUNDS.

GENTLEMEN : The last year, which is covered by the Annual Report of your Committee on Buildings and Grounds, was a very busy one. It had been acknowledged on all sides that new school buildings must necessarily be erected in several parts of the city. The Legislature had, for this purpose, authorized the Common Council to issue bonds not to exceed \$500,000, and your former Committee on Buildings and Grounds, in their last Annual Report, most earnestly urged this Board to prompt and decided action.

DORE SCHOOL BUILDING.

According to last year's report, the erection of a large brick building, similar to the Wells School building, had just been commenced on a lot on

Harrison street, two hundred feet front by one hundred and eleven feet deep. This building was erected according to plans prepared by A. Bauer, Esq., architect, and under his superintendence. Its size is sixty-nine by eighty-seven feet. The plan of the building is exactly the same as that of the Wells School, a minute description of which was given in last year's report. The building was finished in December last, and opened for the admission of pupils on the first Monday in January. It bears the name of the "Dore School," in honor of John C. Dore, Esq., the first School Superintendent of Chicago, and for many years a member of this Board, and its President. The cost of building, including lot, furniture, heating apparatus, etc., is as follows :

Cost of Lot.....		\$10,500 00
" Building :		
Carpenter and Mason Work, C. Paesch, contractor....	\$39,120 00	
Painting and Glazing, Otto and Valk, contractors	1,700 00	
Extras on Carpenter's and Mason's contract, including		
Outhouse Vaults	1,907 61	
Extras on Painter's and Glazier's contract, by direction		
of Building and Supply Agent.....	102 94	
		\$42,830 55
Cost of Outhouses built under the direction of Building and Supp'y		
Agent.....	1,200 00	
" Steam Heating and Ventilating Apparatus, including		
changes in flues, etc., Walworth, Twobig and Furse,		
contractors	10,976 25	
" Furniture, H. M. Sherwood, contractor	3,172 00	
" Fences and Sidewalks	600 00	
" Lightning Rods, James Pratt, contractor.....	132 82	
" Introducing Water.....	357 25	
" Sewer	529 50	
		\$16,967 82
Total Cost.....		\$70,298 37

THE DEDICATORY EXERCISES

Of the DORE SCHOOL occurred on the afternoon of Saturday, January 4, 1868, in the hall of the School, in the presence of a large audience, President Clarke presiding.

The exercises were opened with music by pupils of the High School, followed by prayer by Rev. Roswell Park, D.D. After which, George C. Clarke, Esq., President of the Board, delivered the following address:

LADIES AND GENTLEMEN — We are assembled here to-day to celebrate the completion of a new school building. And there are few events more worthy of public notice and congratulation. The completion of a new railroad line is celebrated with great *eclat*, because thereby is opened a new highway to the advance of commerce and its attendant civilization. Public ceremonies and popular congratulations attended the inauguration of the lake tunnel, not alone because it was a triumph of engineering skill, but because through that subterranean aqueduct was to flow the pure cold water from the deep cisterns of the lake, bringing health to the people of this crowded city. With greater reason do we honor with our presence and with our words the dedication of a new free school, because we are celebrating the opening of an endless highway for the progress of education and civilization, and because from this new fountain will flow ceaselessly the pure streams of learning and refinement into the homes and the lives of the people.

Popular education is of modern, rather than of ancient growth. To be sure, Greece had schools, and so had Rome, but they were for the politicians, not for the people. In the early part of the Christian era schools prevailed, but they were ecclesiastical institutions — attachments of the churches. Germany,

of continental countries, took the first steps in this matter of popular education, and Luther, the reformer, was very zealous in his efforts for the cause. Prussia followed Saxony much later, but since the beginning of this century she has held the first rank in the reputation of her schools. Scotland is the only other European country that has any thing approaching a common school system, but her schools are ecclesiastical, like those of the early Christians, and all under the charge of the Kirk. We can see the hand of Knox, the reformer, here, as we saw Luther's in Germany. England has nothing like a free school system; but within two months, one of the ablest statesmen, Earl Russell, has introduced a bill into Parliament, which provides for the establishment of common schools in every city and town of the United Kingdom. We can not but connect this move of the English Earl with the visit of his son, Lord Amberly, some months ago, to Chicago and to other cities of this country, which visits he made solely for the purpose of thoroughly examining our schools and their working, even to the minutest details. France is as far behind as England—but what that little Illinois school-house, that stood all summer amid the rich surroundings of the Paris Exposition, gathering within its plain but far from meaningless walls, people of all ranks, from the lowest peasant to the Empress herself—what this may accomplish I know not. I do know, however, that it has awakened inquiry, and from this inquiry will doubtless result progress.

In this country, common schools were established early in the seventeenth century. New England, of course, led, and she founded her commonwealths on the two rocks of religion and education. Massachusetts passed the first educational enactment providing that every township of fifty householders should employ one to teach the children to read and write. But Connecticut, though behind Massachusetts in point of time, made even more liberal provisions in educational laws. The Governor of Connecticut, in reply to an address from the commissioners of foreign plantations, said that one-fourth of the entire revenue of the colony was laid out in maintaining free schools. I must, by way of contrast, quote

the reply of the Governor of Virginia, who said: "I thank God there are no free schools nor printing, and I hope we may not have these hundred years." And these New England people showed a remarkable pertinacity in clinging to the idea of popular education.

The thirty years war in Germany arrested the progress of education there, and closed the schools. But through the long and destructive wars with the Indians and the French, involving grievous taxation, the sturdy people of New England never thought of stopping their schools. The example of the East was early taken up in the West, though the efforts of the friends of education met at first with great opposition.

It may not be known to many here that it was with great difficulty that an act was obtained from the Legislature, giving authority to the town of Chicago to establish free schools. The proviso was insisted upon that the subject must be first submitted to a vote of the citizens, and when the question was so submitted it was voted down. The story of the Chicago Mayor, who helped to dedicate the first brick school house—the Dearborn—in 1844, by prophesying that it would become a lunatic asylum some day for the demented advocates of its erection, is now familiar. And I have learned that when a gentleman who had identified himself conspicuously with the school cause, was a candidate, in 1845, for the position of Alderman from the first Ward, his election was strenuously opposed, because he was thought to be in favor of too extended a system of free schools.

I speak of these things by way of contrast with the state of things at present. What the schools of Chicago are to-day none of you need to be told. But I may suggest that the first regular organization of the schools, upon any thing like a general system, and the first attempt (and it was a successful attempt) to grade them into divisions and classes, was made by a former School Superintendent, in recognition of whose services this beautiful school house that we to-day dedicate, is named the DORE. I know he appreciates the honor, and I think he must be very proud of this namesake of his. There

may be in other cities, schools of more ornamental architecture, or more elaborate interior, but I doubt if you will find one more convenient in arrangement, or more inviting of aspect, than this to which, in behalf of the Board of Education that I represent, I now cordially welcome you all.

The address of the President was followed by an Address by Gen. John McArthur, member of the Board of Public Works, and the delivery of the Keys of the building to J. F. Ballantyne, Esq., Committee on the School, who in a few appropriate remarks, passed them into the hands of the Principal of the School, H. H. Belfield, Esq. After which the following Dedicatory Hymn, words by R. M. Guilford, Esq., was sung by the choir, to music by L. L. Bond, Esq.

I.

The Friends of Education assemble here to day,
To add another tribute to CHICAGO'S onward way ;
A monument enduring, like others reared before,
Of Western perseverance — We open now the DORE.

II.

The open door of Progress, within the reach of all,
Who, at the feet of Learning, shall rally at the call
Of Wisdom to her children — a boon denied before,
But which, in full fruition, awaits them at the DORE.

III.

Thanks to our Legislature, who listened to the cry
Of many little wanderers, who plead with moistened eye ;

And to our noble members who every burden bore
Of that appropriation, which gave to us the DORE.

IV.

And to our City Fathers, deep gratitude we feel,
Who second every effort to "serve the public weal ;"
And ask that for the future, as in the years before,
We oft may render homage for blessings like the DORE.

V.

The Board of Education, in seeking for a name,
Forever to perpetuate Chicago's well-earned fame,
Recalled the faithful service so well performed of yore,
And on the unfading tablet inscribed the name of DORE.

VI.

And if this building's future an emblem truly prove
Of earnest, firm devotion in all the works of love,
Like that which marked its namesake,—the mercies we im-
 plore
Shall fall in copious showers to ever bless the DORE.

VII.

And when shall here assemble Chicago's future men,
To run the race for Knowledge, where all who seek may win.
Oh ! may the gifts of Wisdom, in rich and boundless store
Prove Fame's perpetual legacy to all who seek the DORE.

VIII.

And to our Heavenly Father, who orders all below,
Our humblest thanks we render — before Him humbly bow :
To Him all praise ascribing, both now and evermore,
For this last proof of favor, in giving us the DORE.

John C. Dore, Esq., being introduced, spoke substantially as follows:

MR. CHAIRMAN, LADIES AND GENTLEMEN: Frequent recurrence of a thing often diverts attention from its practical importance. The building and dedication of a public school house have come to be of very frequent occurrence in this thriving city of ours; so common that it would not be strange if many, by no means indifferent to public interests, should deem it a matter of little significance. But such is not the case. Every additional school house built is a fresh recognition of the necessity that exists for the education of all, and it is also an evidence of the desire and the intention on the part of the community, so far as may appear practicable, to furnish the requisite means.

Public schools are deservedly popular. They are purely democratic institutions, in which the children of the rich and the poor meet on a common level, and strive, without prejudice, for the honors of the school room. The friendships here formed, regardless of present or subsequent condition, are true and lasting.

The importance of educating those, who, to a certain extent, are unable to educate themselves, becomes more apparent every year, and every year taxes necessary to effect this most desirable object will be more cheerfully levied and paid.

When it becomes clear to all that education prevents crime, and thereby forms a safeguard to the community, makes men ambitious to become benefactors, and desirous of position in society, who, without it, would be violators of law, or malefactors, no one will object to taxation for their education—self-protection will dictate it, humanity will demand it.

We hear much of progress, and it is specially obvious in the abandonment by those who form public opinion, of those narrow prejudices which tend to alienate men one from another, and in the adoption of more liberal and philanthropic ideas, which are peculiar to those who manifest a care for the welfare of humanity, both in the present and in the future,

regardless of nationality, regardless of religious opinion and of color. There is much reason for hope in the future. Every thing tends to the amelioration of the condition of men, especially of the laboring classes. Under the influence of public schools and Sabbath schools, they are coming up to a higher standard of intelligence, where new fields of enterprise await them. And I am happy to add, what no one can deplore, the more fortunate classes are exercising a broader philanthropy, and acknowledging by their acts the universal brotherhood of man, and that all have common interests, a common destiny, and should have common sympathies. We now have the happiness to live in a free country; and we want freedom in its broadest sense—freedom of thought, freedom of speech, and equal rights throughout the length and breadth of the land—and we can not have it without free education, co-extensive with the country. Ignorance is and ever has been the basis of oppression, and nothing but the grace of God or the light of knowledge ever has led any people out of bondage. And nothing but popular education will preserve their liberties unabridged, when attained.

It took the world a long time to become sufficiently humanized and liberalized to establish a government upon the will of the governed. Those who were foremost in its advocacy were philanthropic and hopeful of the masses of men. They were confident that if men were sufficiently intelligent to think for themselves, if dictated by no higher motives than self interest, they could be trusted to govern themselves, and the result has verified that conviction. But men do not, as a rule, lift themselves up intellectually or morally without aids and guiding influences, nor does this elevating process, when commenced, usually begin with adults, but with children and youth. And it is accomplished by just such instruction and discipline as our public schools afford. To provide for public education means adequate to the wants of the community, involves largely the question of money. He who invests money hopes for a return. If he can not have it in a material form, he expects to receive an essential benefit. Every dollar expended for public education is returned to the State with liberal interest, and, if to the State, then to the individual.

Our public schools tend to make a nation of thinkers and inventors. We are the most inquisitive people in the world. There is no end to our inventions. The arcana of nature are continually pressed to reveal her subtle laws and her hidden treasures, and one discovery has succeeded another on the record of new things brought to light in great numbers, and they have been arranged in order and printed in books, and dignified by the name of sciences. Educated mind vitalizes matter. It controls the elements, and subjects them to labor; applied to machinery they work with restless force, and have already achieved what human hands could never have accomplished. Every branch of industry has felt and acknowledged the influence of the thoughtful minds of their respective devotees. Agriculture acknowledges the utility of improved implements of husbandry, and the quickening influence of the principles of chemistry; manufactures, the amazing power of genius as exhibited in the multifarious kinds of machinery; and commerce, the practical utility of philosophy, in the application of steam as a motive power, and of electricity as a messenger of thought. Truly, money expended for public education, is like seed sown in good ground which brings forth a hundred fold.

I am aware some contend that the good of society demands that there should be a lower class, an uneducated class, a class of laborers. If education is a good thing, the good of the laborers, who are the real benefactors, is ignored. The mistake is in supposing that labor debases, that labor is menial and inconsistent with education. Far from it. It is debasing not to work. All work which is necessary to be done, it is both respectable and honorable to do, whether intellectual or physical. God made us all to labor, and if we do not work we suffer a penalty. Ceasing to exercise our limbs or our brains, we lose our ability to use them. Labor, both directly and indirectly, invigorates the body, and a vigorous body is conducive to a vigorous mind.

Most people are obliged to labor—some are not. And I thank God for that great beneficent law of compensation, which, in lieu of fancied pleasures that lead to ruin, makes the bread of the laborer sweet, and his sleep refreshing.

I trust no pupil of this school will ever entertain the idea that he comes here to get an education to enable him to live without work. It may well be deemed a misfortune that so many are endeavoring to get a living by professions, and to trade or traffic, under the mistaken idea that it is more honorable than to engage in the laudable occupation of cultivating the soil, or in manufactures.

The young man who is afraid to drive a team, hold a plow, plant or harvest, or to do any other kind of useful labor, lest he should soil his hands or his dignity, will never amount to much. And the girl or young woman who is afraid of the kitchen, will not make a wife worth having.

What I wish to impress upon the minds of the girls and boys is, that the object of this school, and of all public schools, is to qualify them to become practical young men and women, and useful members of society. By so doing, they will not fail to become ornamental members of society.

Jeremiah Mahoney, Principal of the Wells School, then delivered the following Ode:

THE SCHOOL MA'AM.

I sing the school-ma'am's fame and virtues bright ;
To sound her praises, who has better right?
Who dares the handling of a theme deny
To him who has that subject "in his eye?"

A queen she walks, in beauty's witching sway ;
'Tis chiefly *moral* beauty — let me say,
Full voluble her gifts of tongue and pen,
And sweet her smile — to marriageable men.

Upon the world she beams a shining light,
The morning sun of intellectual night ;
What earthly blaze can that bright flame surpass,
Which shines with "midnight oil," and Boston gas?

But woe to her if no strong warp of love
Within her woof of life be warmly wove ;
If doomed life's weary thread to spin alone,
And waste away for children not her own !

Her hair-brained friends at whom her wits may scoff,
Are thoughtless, gay, coquet, and marry off :
But she has gifts of mind ; alas ! poor creature,
Thy rich endowments doom thee for a teacher.

Is modest softness in her act and word,
No power can stay her " going by the Board ;"
But tone imperious, commanding mien,
And man-like force must mark the school-room's queen.

And for her kingdom, distant lands are drained
Of raw material to be worked and trained ;
Blank minds like grocers' paper, must, perforce,
Bear copies fair, howe'er so brown and coarse.

The cultured branch with luscious sweetness rife
May crown the rudest root with richer life ;
'Tis thus we draw sweet sap from bitter wood,
Trees can be grafted — would that children could !
Howe'er we train, or prune, or water them,
The fruit will savor of the parent stem.

There's Patsey Horrigan, whose every shout
Betrays his mother's gift of " spaking out ;"
Pugnastic restlessness and battles won
Attest his claim to be his " father's son."
He's trained at home, for, be it understood,
He's never struck, except with sticks of wood ;
'Tis only heavy blows he learns to prize,
And laughs derision at the ruler's size.
But use the rod when moral force is vain,
And his mother's at you like a hurricane.

Then Fritz von Stickleback, with cheeks that tell
Of hearty meals and peace of mind as well,

With *will* developed at his seventh year
Enough to stagger e'en a muleteer,
Must not be thwarted in a hateful trick,
Lest strict control should make the darling sick ;
For, while confessed to be a little wild,
He's still pronounced a good, but willful child.

And Lulu Wintergrass, the rich man's pet,
Must not be made o'er horrid tasks to fret ;
The road to knowledge must be smooth and clear
For this assuming, saucy little dear.
As well-fed Sambo, to the manor born,
Would scout poor squatters with disdain and scorn,
So Miss, full mindful of her father's cash,
Thinks toiling teachers naught but "poor white trash."

Young Master Squareall, never made to "mind,"
At home disports in riot unconfined ;
This little tyrant holds his home in thrall,
Rules father, mother, cat and dog, and all.
We love the brave, despotic little lark ;
But what a job to make him "toe the mark !"

On these the teacher wastes her time and breath,
Till comes repose in marriage or in death.

She, first, the many-headed Board must please ;
And next, the patrons of the school appease ;
And then, the hulking Principal ; — well, well,
Of that Grand Turk let other people tell.

Though little vampires, numbered by the score,
Draw life's keen energy from every pore,
Though imps of mischief on her tortured nerves
Dance tight-rope, from her course she never swerves.

The calm endurance of the martyred saint
Is hers ; not hers to moan, or cry, or faint.
Her temper, tried and worn, must wear fine gloss ;
Not hers, the human right of being cross.

And yet, she stands a mark to be reviled
By wrothy parent or unruly child ;
Reviled by scribblers, who at vice will wink,
Then air cheap charity in printers' ink.

Thank heaven for noble, lovely children, both
Of tender years and maturer growth ;
For those who children are in childhood's time
And full of manliness in years of prime !

Some lives to grace are trained, and some are born ;
While others children seem of wrath and scorn,
And, after wearied efforts to reclaim,
'Tis sad to find the ratio much the same.

In spite of civilizing arts and schools,
We still have Dorneys, Duffys, and McCools.
The knotty notions of the parent's pate,
We may refine, but not eradicate.
Two boons we ask of gracious Providence :
For teachers *patience* and for parents *seuse*.

Three trades are game for every critic fool :
Religion, politics, and teaching school.
All other callings are by calm behest,
Explained by those who understand them best ;
But every wordy, theoretic leech
Can show you how to *vote*, and *preach*, and *teach*.

" Love all your pupils," moral suasion cries.
" Oh, yes, indeed," the pestered teacher sighs.
She loves like Irishmen, " loves all she can,"
Loves *ex-officio* like a clergyman ;
But, save that glow seraphic from above,
'Tis lovely creatures faulty mortals love.

Can you, my friend, tho' warm of heart you are,
Love every biped on a State-street car ?
Yet must the teacher her poor heart enlarge
For every youngster in her motley charge.

Yet she has joys, few sweets on earth surpass
The teacher's pleasure in her little class ;
In beaming faces, laughing eyes and bright ;
In growing minds, reflecting new-found light ;
In glad obedience to her gentle call,
With Heaven's own Order smiling over all —
In these, is happiness to be allied .
To sculptors' raptures or parental pride.

No earthly happiness so sterling true .
As daily reckoning the good we do.
Approving conscience — yes, but e'en a sinner
Gains self-approval from a hearty dinner ;
And quite good consciences, like wives, will scold
When lodged in dwellings that are wet and cold.

Would you have teachers never fret or frown ?
As once was said to Zaccheus : " Come down !"
The thoughts which most her hours of toil do bless
Are thoughts of pay-day and a new silk dress ;
For chasing frowns, there's naught, depend upon it,
Like furs, and gaiters, and a stylish bonnet.
Although, in toil and patience, more than human,
She remains (most strange to say) a woman.

My darling theme, dread cause of youthful tears,
And kind co-laborer in these later years !
A New Year's wish to you ; 'tis quick release
From school-room tasks, and then, a life of peace.
Don't wed a pedagogue ; 'twere sorry plight ;
A loving couple " talking school " at night.
And, still, in dreams, with school-day troubles vexed,
In drowsy twists and turnings, calling " next !"
But may each one, with chains connubial wear
A stout mechanic or a millionaire !

May fate on you such precious gifts outpour,
From this auspicious opening of the DORE.

Addresses were also delivered by J. L. Pickard, Esq., Superintendent of Schools; Alderman Willard Woodard, Chairman Committee on Schools, Common Council; William H. Wells, Esq., former Superintendent of the Chicago Schools; C. N. Holden, Esq., late President of the Board of Education; and Hon. B. W. Raymond.

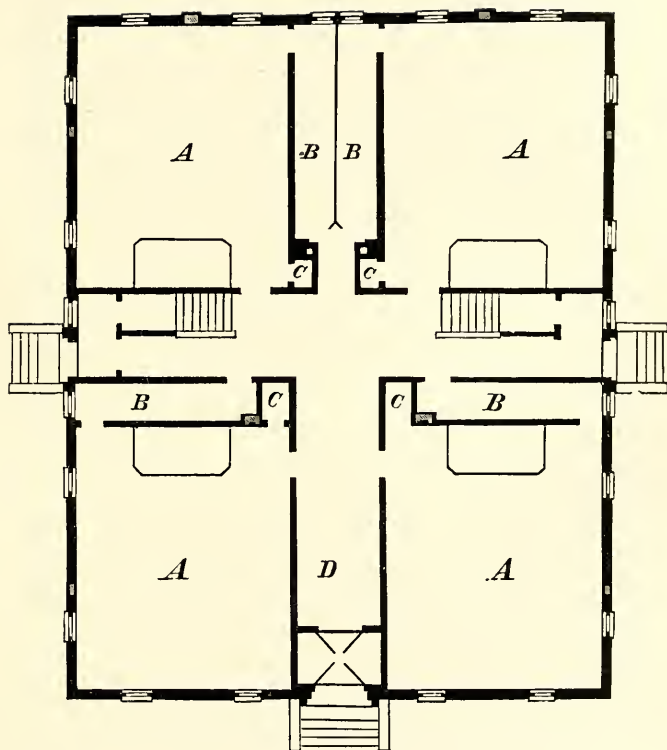
Exercises were closed with music.

J. F. BALLANTYNE,	} <i>Committee on Dedication of Dore School.</i>
S. A. BRIGGS,	
R. M. GUILFORD,	
E. F. RUNYAN,	
L. L. BOND,	

THE CARPENTER SCHOOL BUILDING.

This noble building, a perspective view and plans of which accompany this paper, is located in the West Division, in the northern central part of the city, about two miles from the Court House. Its district is composed, in part, of a portion of the Washington School District, and, in part, of a portion of the Wells School District.

The school is so named in honor of Philo Carpenter, Esq., long a useful member of the Board of Education.



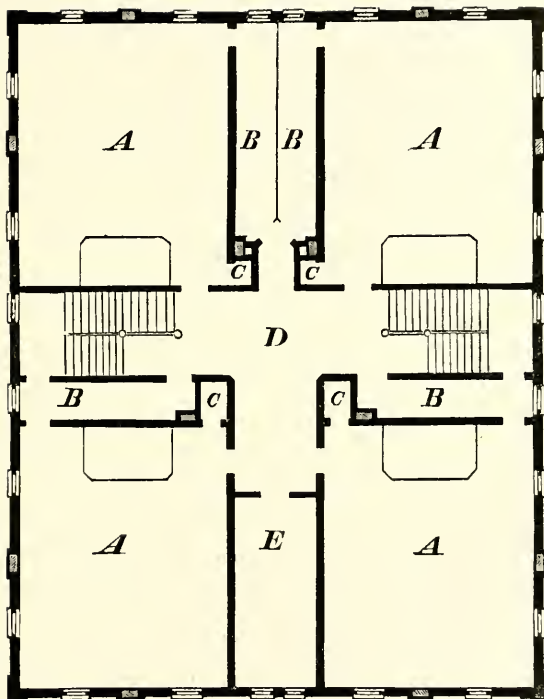
PLAN OF FIRST FLOOR.

A. A. A. A.—School Rooms.

B. B. B. B.—Wardrobes.

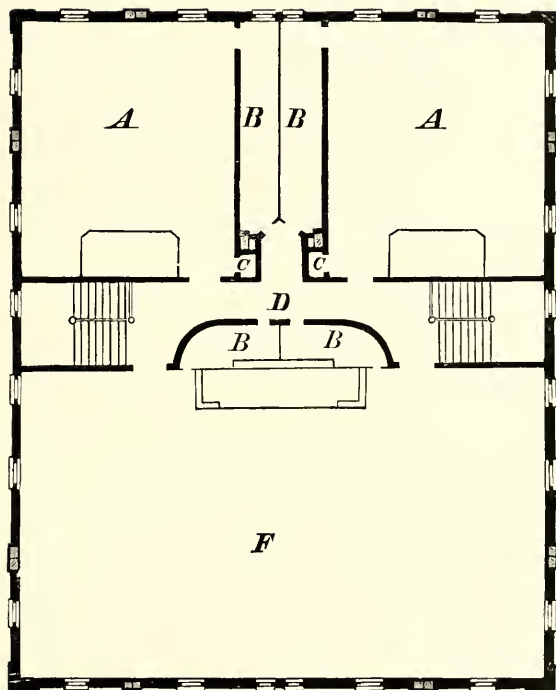
C. C. C. C.—Teachers' Closets.

D.—Corridor.



PLAN OF SECOND AND THIRD FLOORS.

- A. A. A. A.*—School Rooms,
B. B. B. B.—Dressing Rooms,
C. C. C. C.—Teachers' Closets,
D.—Corridor,
E.—Reception Room,



PLAN OF FOURTH FLOOR.

- A. A.*—School Rooms,
B. B. B. B.—Wardrobes,
C. C.—Teachers' Closets,
D.—Corridor,
F.—Assembly Hall.

This building was erected in accordance with plans submitted by John Barton, Esq., architect, and under his superintendence. It stands near the centre of a lot containing forty-four thousand square feet, having a frontage east on Centre Avenue of two hundred thirteen feet, and north on Second Street of two hundred five feet. It is four stories high, exclusive of the basement. From an inspection of the accompanying cuts, it will be seen that the basement is mainly divided into four large rooms, with corridors and stairways; one of the rooms being used for the fan, steam engine, condensers, etc.; one for fuel; and the other two as places of recreation for the pupils in inclement weather.

The principal, or ground floor has four school rooms, each having a wardrobe and teachers' closets attached; spacious corridors, with entrances on each side of the house for pupils, and a principal entrance in front. The side doors do not open directly into the corridors, but into vestibules, from which other doors open to the corridors, and also to the stairways leading to the upper floors and to the basement. The second and third stories only differ from the first in having windows in place of the entrances and vestibules of the first floor, and in having on each floor a reception or Principal's retiring room, ten by twenty feet in area, cut off

from the corridor running towards the front of the house.

The wardrobes of the second floor are only a half story in height, by which room is afforded for dressing rooms for the teachers, with entrances from the landing, furnished with water closets, wash bowls, and all modern toilet conveniences. The design also contemplates appliances for washing in every wardrobe of the building.

The fourth floor contains two school rooms, each having a spacious wardrobe and teacher's closet, and an assembly or exhibition hall sixty-five by thirty-three feet in area, with two wardrobes and teachers' closets. The school rooms are wainscoted two and one-half feet from the floor with ash, oiled and varnished, above which are blackboards four feet wide extending entirely around the rooms. The corridors are wainscoted five feet, and the wardrobes seven feet high with ash, oiled and varnished. Each room has independent ventilating shafts in both the exterior and interior walls. The building is sixty-nine by eighty-seven feet on the ground, and each school room is twenty-seven by thirty-three feet in area. The rooms of the first story are twelve feet four inches in the clear; of the second and third stories, thirteen feet six inches; and of the fourth story, fourteen feet ten inches. The exterior is entirely

devoid of any thing like ornamentation, save in its bold, projecting buttresses which form the ventilating and chimney shafts before mentioned, and its deeply-recessed doorways, with their massive buttresses on each side.

The building is to be warmed by a low pressure steam apparatus, the boilers being located in a separate building at the rear of the main building. Ventilation to be secured by the use of a fan in the basement, driving the heated air in winter, and cooled air in summer.

Each of the rooms, including the hall, is furnished with sixty-three single combination desks and seats of the most approved pattern and workmanship, from the manufactory of Messrs. George and C. W. Sherwood, of this city.

The cost of the property is as follows:

Cost of Lot.....		\$10,000.00
" Building:		
Cut Stone Work, C. Kavanagh, contractor.....	\$ 4,250.00	
Mason Work, J. W. Hambleton, contractor.....	19,500.00	
Carpenter Work, Heeney and Campbell, contractors..	18,215.00	
Painting and Glazing, Otto and Valk, contractors.....	1,600.00	
Extras on contract for Cut Stone.....	130.64	
Extras on Mason's contract, including outhouse vaults, and concreting basement floor.....	3,078.21	
Extra on Carpenter's contract, including outhouses....	1,792.00	
Extra for finishing Blackboards, by plasterer.....	268.70	
	<hr/>	\$48,884.35
Cost of Steam Heating and Ventilating Apparatus, Walworth, Twobig and Furse, contractors.....	\$9,633.34	
" Tin Pipes for Hot Air Flues, Bangs Brothers, contractors....	340.34	
	<hr/>	\$9,973.68
" Furniture, George and C. W. Sherwood, contractors.....	\$3,956.40	
" Fences and Sidewalks, constructed under direction of Build- ing and Supply Agent.....	1,240.00	
" Forty-seven Trees, furnished by J. C. Ure.....	145.85	
" Laying Gas-pipe through the building.....	365.87	
" Filling School Lot (partially).....	405.20	
" Lightning Rods, James Pratt, contractor..	135.70	
" Introducing water.....	200.50	
	<hr/>	\$6,449.02
Total cost.....		\$75,257.05

The building was completed in December last, but owing to the fact that the heating apparatus was yet a matter of dispute, the building could not be occupied till Spring.

DEDICATORY EXERCISES.

The Dedicatory Exercises took place Saturday, April 25, 1868, commencing at half-past two P.M., President Clarke presiding, in accordance with the following programme:

MUSIC.

PRAYER — REV. E. J. GOODSPEED.

ADDRESS — A. H. BURLEY, ESQ.,
President of Board of Public Works.

ADDRESS — GEORGE C. CLARKE, ESQ.,
President of Board of Education.

ADDRESS — HON. J. B. RICE,
Mayor of City of Chicago.

ADDRESS — HON. L. L. BOND.

ADDRESS — REV. T. E. ST. JOHN.

ADDRESS — HON. J. D. WARD.

MUSIC.

ADDRESS — HON. C. C. P. HOLDEN, ESQ.,
Chairman of Committee on Finance of Common Council.

ADDRESS — W. WOODARD, ESQ.,
Chairman of Committee on Schools of Common Council.

ADDRESS—W. H. WELLS, ESQ.,
Ex-Superintendent of Public Schools.

ADDRESS—J. L. PICKARD, ESQ.,
Superintendent of Public Schools.

ADDRESS—HON. E. S. WILLIAMS,
Judge of Circuit Court.

ADDRESS—HON. S. S. HAYES,
Ex-Member of Board of Education.

ADDRESS—HON. JOHN C. DORE.
Ex-Member of Board of Education.

MUSIC.

E. F. RUNYAN,	}	<i>Committee on Dedication Carpenter School.</i>
DAVID WALSH,		
J. H. FOSTER,		
EMIL DREIER,		
T. M. AVERY,		

HOLDEN SCHOOL.

This building, named in honor of C. N. Holden, Esq., formerly member of this Board, and its President, is situated on Deering Street, corner of Thirty-first Street. The lot is of the following size: width in front on Deering Street, two hundred feet; width in the rear of the lot, two hundred and ninety-nine feet; depth two hundred and sixty-two feet. The building is sixty-nine and a half by eighty-seven feet. It was erected in accordance

with plans submitted by John Barton, Esq., Architect, and under his superintendence. It is the exact counterpart of the Carpenter School building, which has just been described. The expenses were as follows:

Cost of Lot.....		\$6,000.00
“ Building:		
Cut Stone Work, Cummings and Heagan, contractors..	\$ 3,875.00	
Mason Work, Carter Brothers, contractors.....	19,790.00	
Carpenter Work, William Goldie, contractor.....	18,060.00	
Painting and Glazing, Otto and Valk, contractors.....	1,600.00	
Extras on Cut Stone contract.....	125.00	
Extras on Mason's contract, including outhouse vaults, {		
and concreting basement floor..... }	2,421.10	
Extras on Carpenter's contract, including outhouses...	2,088.50	
Extra for finishing up Blackboards by plasterer.....	326.75	
		<u>\$48,221.35</u>
“ Steam Heating and Ventilating Apparatus, {		
Walworth, Twohig and Furse, contractors.... }	9,633.33	
“ Tin Pipes for Hot-Air Flues, W. Clark, contractor.....	361.90	
		<u>\$9,995.23</u>
“ Furniture, A. H. Andrews and Co., contractors.....	3,960.00	
“ Fences and Sidewalks.....	1,450.00	
“ Seventy-six Trees, furnished by George Krick.....	167.00	
“ Laying Gas Pipe through building....	379.77	
“ Lightning Rods, James Pratt, contractor.....	143.75	
“ Plumbing.....	264.75	
		<u>\$6,365.27</u>
Total.....		<u>\$70,581.85</u>

The building was finished in December last, but for the same reason as stated in regard to the Carpenter School, could not be occupied till Spring.

THE DEDICATORY EXERCISES

occurred at 2 P.M., Saturday, May 2, 1868, J. F. Bonfield, Esq., presiding, and were as follows:

Exercises were opened with music, followed by prayer by Rev. Mr. Gordon; after which Hon. J. B. Rice, Mayor of the City of Chicago, spoke as follows:

MR. CHAIRMAN, AND LADIES AND GENTLEMEN: One week only has elapsed since I joined, with many others, in the proper and gratifying ceremony of dedicating a public school building miles from here, in the northwestern portion of the city; a spacious, substantial, convenient, pleasant building. To-day I have come to assist in a like proper ceremony, of dedicating this school building in the southwestern portion of our city. In looking from its doors and from its windows, on the thousand buildings around, I was struck with the fact that this is the most costly, the most elegant, and the most popular building that I could see in the neighborhood. This building, for the education of the people, built with money furnished by the people, is thrown invitingly open to all the people. When the duty of the Board of Education is completed, in furnishing this building, and the teachers, who have been rigidly and closely examined, have been admitted to teach the children, and the doors thrown open for them to enter, very little can be said. I have no desire to say much about the duty of teachers. All their duties lie in so small a compass, and all the great parts of moral and intellectual life can be embraced in so few words, that I have no address to make.

Twenty years from now — it is not long — how many men and women filling the places where intelligence and virtue are ever to be found, will date the commencement of their exertion towards that life that they then lead, from the day of the completion of this school building. How many parents, then old, will see with satisfaction and pride the position of their children, which they owe to the education they will receive in this building. How many teachers, after their life of exhausting and exacting duty, will find, perhaps, their only comfort in the remembrance and the knowledge that they assisted to make these good men and women what they are. The duties of the teachers are all clearly understood by them. They are all required to be proficient in those branches which they undertake to teach, before they are admitted to discharge that duty.

The duty of parents is very plain. It does not lie so much in what they teach their children, by words, as in what they

teach them by their own life. Children are very observant. They profit by example, and they will most probably live the lives that their parents lived before them; so that the parents have only to help the teachers in teaching the children obedience, cleanliness and truthfulness, and the teachers will do their part, and the children will grow up much benefited by everything that has been done in this school, and in the many others that are to be erected. I desire to make one other remark, and that is, that I wish with all my heart that I could impress upon every parent, of whatever nationality he may be, that he shall teach by his actions and words, that all the children who live in this city may never honor any country more than they do this. It is theirs. They have no other, and whatever they can do to increase its greatness, to add to its prosperity and to the comfort and success of its people, is their first great duty. I hope they will grow up with the belief that this is their duty, and practice it while they live; no divided duty, but a single duty to our country and the country of every man and woman in the world who chooses to seek a home here. And this is their country, the place for their loyalty, their support, their love, and their prosperity, which prosperity I hope every one of them will enjoy.

W. H. Carter, Esq., member of Board of Public Works, then delivered the following address:

It is with pleasure, ladies and gentlemen, that I meet you upon this interesting and important occasion. Only fifteen years ago I came to this city. Then there was here only a population of 60,000, of whom about 10,000 were children; there being here at the same period, only seven public schools. Now the school children number more than the whole population did then. Since the time of which I speak, thirty school houses, costing over half a million of dollars, have been erected in various parts of the city. Bridgeport was then but a simple suburb of Chicago, noted as a place for colonizing voters, and for containing the fragrant Scanlon Slough. I can

heartily congratulate you on the change which has since then taken place in this part of Chicago, and on the opening of this public school building, which is not one of the least important of those changes. It is the duty of the Board of Public Works to control and supervise the erection of the public buildings belonging to the city, for whatever purposes they may be needed ; but I can assure you, as one of the Board, that we take the greatest pleasure in erecting and preparing for occupancy, the buildings that are intended for the free education of the children of our citizens. The Board has long felt the necessity that has existed for the erection of a large and amply arranged school building in this portion of the city. Such a building has been erected, and you now see it ready for use. It has so far cost \$50,000, including the cost of the land upon which it is located ; but by the time it is fully completed, about \$10,000 will have to be added to that amount for the heating apparatus which has not yet been placed in the building. Thus the total cost of the Holden School will be \$60,000. Standing here almost upon the border of the prairie, it will serve as a beacon light to attract hither all within the circle of its influence. As an educational institution it will add greatly to the material wealth and beauty of the vicinity.

J. F. Bonfield, Committee on Holden School, accepted the keys with fitting words.

Other brief addresses were delivered by Charles N. Holden, Esq., Ex-President of the Board of Education ; Gen. O. L. Mann, Collector of Internal Revenue ; Alderman C. G. Wicker, member of Finance Committee of the Common Council ; Wm. J. Onahan, Esq., Ex-member of the Board of Education ; Alderman C. C. P. Holden, Alderman

Willard Woodard, Edward W. Brewster, Esq., and others.

Exercises closed with music.

J. F. BONFIELD,	}	<i>Committee on Dedication Holden School.</i>
A. W. TINKHAM,		
W. H. CARTER,		
L. BRENTANO,		
F. A. EASTMAN,		

HAYES SCHOOL.

This school, named in honor of S. S. Hayes, Esq., who was for several years City Comptroller, and *ex-officio* School Agent, and at one time a member of this Board, is located on Leavitt Street, between Walnut and Fulton Streets. The size of the building is seventy by eighty-nine feet. The plan is from Fred. Bauman, Esq., Architect, who superintended the erection of the building. The building is four stories high, contains thirteen school rooms, twenty-seven by thirty-three feet each, one assembly hall, sixty-eight by thirty-three feet, and two small rooms, ten by thirty feet each, one of them used as a reception room, and the other as the office of the Head Assistant. The expenses are as follows:

Cost of Lot.....		\$3,950.00
“ Building:		
Stone Cutters, McKeon and Kelley, contract price.....	\$ 2,747.00	
Masons, Dunphy and Barton, contract price.....	20,650.00	
Carpenters, Heeney and Campbell, contract price.....	19,395.00	
Painters, Williams and Smith, contract price.....	1,950.00	
Extra allowed on contract for Cut Stone.....	1,055.00	
		<hr/> \$45,797.00
Cost of Steam Heating and Ventilating Apparatus,		
Messrs. Walworth, Twohig and Furse, contractors.....	\$9,633.33	
“ Tin Pipes for Heating Flues, Abraham Kaiseley, contractor,	791.00	
		<hr/> \$10,424.33
“ Furniture, George and C. W. Sherwood, contractors,.....	\$3,950.00	
“ Fences and Sidewalks, constructed under direction of		
Building and Supply Agent.....	1,300.00	
“ Twenty-nine Trees, furnished by J. C. Ure.....	118.80	
“ Filling school lot....	275.20	
“ Lightning rods, James Pratt, contractor.....	147.20	
		<hr/> \$5,791.20
Total		<hr/> \$71,962.53

This building, a few rooms of which were used during the latter part of the present school year, in order to accommodate a portion of the children of the Brown School district, will be ready for occupancy at the opening of the schools in September.

ELM STREET PRIMARY SCHOOL.

This building is erected on the corner of Rush and Elm Streets, on a lot two hundred by one hundred and fifty feet. The lot belongs to the City, and was leased to the Department of Public Instruction. The building is of wood, two stories high, and erected on the same plan as the Cottage Grove School. The size of the building is seventy-seven by sixty-eighty feet six inches; it contains eight school rooms, each twenty-seven by thirty-three feet, each school room having attached

to it a wardrobe, five by twenty-seven feet. There is also a reception room in front, on the second floor, over the entrance hall, ten by twenty-three feet. This building was erected under the sole and entire superintendence of James Ward, Esq., the Building and Supply Agent of this Board, thereby saving the fees of an Architect. The cost has been as follows:

Cost of Building, Joseph Magee, contractor.....	\$10,560.00	
“ Outhouses.....	1,200.00	
“ Fences and Sidewalks.....	950.00	
“ Sewer.....	288.10	
“ Introducing water.....	120.20	
“ Filling Lot.....	219.20	
“ Forty-seven trees, furnished by George Krick.....	129.00	
“ Lightning rods, James Pratt, contractor.....	92.00	
	————	\$13,558.50

WENTWORTH AVENUE PRIMARY SCHOOL.

This building is located on the corner of Wentworth Avenue and Twentieth Street, on a lot two hundred by one hundred and twenty-four and a half feet. It is of the same size and plan as the Elm Street Primary School, and has also been erected under the sole and entire superintendence of our Building and Supply Agent. The cost has been as follows:

Cost of Lot.....	\$ 7,000.00	
“ Building, Joseph Magee, contractor.....	10,462.00	
“ Outhouses.....	1,200.00	
“ Fences and sidewalks.....	1,000.00	
“ Introducing water.....	109.70	
“ Lightning rods, James Pratt, contractor.....	92.00	
	————	\$19,863.70

This building, like the former, will be occupied at the opening of the next school year, on the first Monday in September. These two Primary Buildings have the advantage over the Cottage Grove School building, that they stand higher above the ground, thereby giving more room for the heating apparatus, which is to consist of four furnaces, the contract price of which is not included in the above named schedule.

ROLLING MILL PRIMARY SCHOOL.

An additional building of wood, two stories high, to the Rolling Mill Primary School, was erected under the superintendence of Mr. Ward, and by the carpenters who are regularly employed for the repairs of the school buildings. Exclusive of the carpenters' wages, the expenses for lumber, mason work, painting, lightning rods and school furniture, amount to \$3,243.19.

REPAIRS ON THE HIGH SCHOOL.

The following amount was paid out for repairs, and for new heating apparatus in the High School.

For Boiler room, J. McMillan, contractor.....	\$4,686.70	
“ Steam Heating Apparatus, Walworth, Twohig and Furse, contractors.....	4,700.00	\$9,386.70
“ Furniture.....	\$579.38	
“ Plastering ceiling of basement, repairing plastering through building, new center pieces in hall, and calcimining building.....	559.75	
“ Changing outhouses, and enlargement of same, new sidewalks, and sundry repairs.....	500.00	
“ Sewer.....	139.00	
	<hr/>	\$1,778.13
		<hr/>
		\$11,164.83

NEW FRANKLIN SCHOOL BUILDING.

The Franklin School building, located on the corner of Division and Sedgwick streets, in one of the most populous parts of the City, was pulled down early last Spring in order to replace it with a new, substantial four-story brick building. The erection of a new building, at a cost of about \$50,000, has been commenced. The plans are by Fred. Bauman, Esq., Architect.

CLARKE SCHOOL.

This building, now in process of erection, is located on Reuben street. The lot has a front of 264 feet and 3 inches, and a depth of 128 feet to an alley of 16 feet. The plans of the building were submitted by John Barton, Esq., Architect, and provide for a building three stories high, with wings on both sides. The building will have the same capacity as a full-sized four-story building. The contract price for the building is \$58,469.

HEATING AND VENTILATING APPARATUS.

Although your Committee on Buildings and Grounds, in their last annual report, expressed their opinion that the heating apparatus put up in the Wells School, at a cost of \$5,598.19, was the most complete apparatus of any then in use in our schools, and, with some slight changes, would be all that could be desired for heating purposes, yet in a short time afterwards this Board adopted an entirely different system of heating, combined with artificial ventilation. The Wells School building is heated by steam, on the principle of direct radiation. According to that system, the steam generated in the boiler is conducted into coils placed around the walls of the school-room, so that the heat of these steam coils is communicated to, and heats directly the air in the school-room. This is considered injurious to the health of the children, especially to those who are sitting in close proximity to the pipes. A sudden change of the temperature from hot to cold, and *vice versa*, can not be avoided, and the temperature can often be regulated only by opening or shutting the windows. The Board therefore adopted the system of heating by steam on the principle of indirect radiation, distributing the heat by means of a fan, thereby securing at the same time the most

perfect ventilation. Under this system the steam pipes are placed in coils in the basement of the building; the fresh, cold air is driven by an iron fan over the heated coils, and after thus being warmed, is distributed to the different rooms, thereby producing an even temperature in the lowest as well as in the highest rooms of the building. In this way the air is changed every few minutes, the foul air escaping by means of ventilating flues. Such a heating apparatus was put in the Dore School building, where it has been in operation since January. During the warm days of June, cool and refreshing air was supplied to the rooms of the Dore School by means of the fan. Similar heating and ventilating apparatus has been ordered for the Carpenter, Holden, Hayes, Franklin, and Clarke School buildings. Although this system of heating and ventilating is more expensive than that in use in the Wells School, yet it is far superior and more conducive to the health of the children.

ORNAMENTING SCHOOL GROUNDS.

Your Committee on Buildings and Grounds, on different occasions, recommended the planting of trees on the school lots, a recommendation which met with the favor of the Board. During last

spring we caused the planting of one hundred and ninety-nine trees on the lots of the Holden, Hayes, Carpenter, and Elm Street Schools. We have, also, planted rows of trees in front of the Haven and Moseley Schools, in conformity with those standing in front of the residences in the neighborhood.

In all the efforts to fill the duties assigned to them, your Committee on Buildings and Grounds were ably assisted by our efficient Building and Supply Agent. While the architect superintends the carrying out of his plans, all the little details, the supervision of the working men, the building of sidewalks, outhouses, fences, the filling and grading of lots, the erection of walks, hydrants, the building of drains, the fastening of the school furniture, and all the repairs and supplies, belong to the duties of this officer. Nobody, not even the members of this Board, who are not in almost daily intercourse with the Building and Supply Agent, as is your Committee on Buildings and Grounds, can have any comprehension of the extended sphere of work which devolves upon this officer. Besides the enormous amount of labor which was required of him during the last year, when so many new, large brick buildings were in process of erection, Mr. Ward voluntarily

acted as Superintendent of two Primary School Buildings, and also as Master Mechanic in the erection of the addition to the Rolling Mill Primary School, thereby saving the city a considerable amount of money, for which he may find his reward in the acknowledgment which your Committee hereby most cordially tenders to him.

Respectfully submitted.

L. BRENTANO,	}	<i>Committee on Buildings and Grounds.</i>
S. A. BRIGGS,		
E. F. RUNYAN,		

T A B L E

SHOWING THE LOCATION, SIZE AND VALUE OF SCHOOL LOTS
BELONGING TO THE CITY.

SCHOOLS.	LOCATION.	SIZE.	VALUE.
High	Monroe St., bet. Desplaines and Halsted	203x186	\$ 24,475
Dearborn.....	Madison, bet. State and Dearborn.....	130x162	130,000
Jones	Cor. Clark and Harrison.....	150x212 50x106	60,000 17,500
Scammon	Madison, bet. Union and Halsted	203x205	45,675
Kinzie	Cor. Ohio and LaSalle.....	197x 90	19,700
Franklin	Cor. Division and Sedgwick	181x264	26,400
Washington	Cor. Indiana and Sangamon.....	200x116	16,000
Moseley	Cor. 24th Street and Michigan Avenue	200x224	50,000
Brown	Warren, bet. Wood and Page.....	262x122	20,960
Foster.....	Cor. Union and O'Brien	200x172	15,000
Ogden.....	Chestnut, bet. Dearborn and Wolcott..	179x108	17,900
Newberry	Cor. Willow and Orchard	200x148	12,000
Wells	Cor. Reuben and Cornelia	250x180	10,000
Skinner	Cor. Aberdeen and Jackson	145x189	18,125
Haven	Wabash Avenue, bet. 14th and 16th...	150x170	26,250
Cottage Grove	Douglas Place, near Cottage Grove Av.	200x231	15,000
*Bridgeport	Archer Road and Fuller Street	115x237 Triangl'r	4,000
Holden	Cor. Deering and Thirty-first Streets .	200x262	7,000
Holstein.....	Courtland Street, near Henshaw.....	100x145	2,000
Walsh Street	Cor. John and Walsh Streets	158x195	8,000
Dore	Harrison Street, east of Halsted	200x111	15,000
Carpenter	Cor. Center Avenue and Second Street	205x213	12,000
Hayes.....	Leavitt Street, bet. Walnut and Fulton	264x124	12,000
Clarke	Reuben, bet. Sampson and Hastings ..	264x144	6,000
Pearson St. Primary	Cor. Pearson and North Market Streets	239x103	17,925
Elizabeth St. Primary ..	Cor. Lake and Elizabeth Streets	206x164	20,600
Rolling Mill Primary ...	Cor. Reuben Street and Waubansia Av.	288x288	6,000
Wentworth Ave. Primary	Cor. Wentworth Avenue and 20th St..	200x124½	8,000
Total.....			\$643,510

In addition to the above, there has also been purchased during the year a new site for the Jones School, fronting 145 feet on Third Avenue, and running through to Fourth Avenue, the depth being 200 feet, at a cost of \$31,925.

The Elm Street Primary School building, corner of Rush and Elm Streets, has been erected on a lot owned by the city, and leased to the School Department for a term of years for school purposes.

* This building is at present unoccupied, the school having been transferred to the Holden School building.

T A B L E

SHOWING THE DATE OF ERECTION, CHARACTER AND VALUE
OF SCHOOL BUILDINGS BELONGING TO THE CITY.

	WHEN ERECTED.	MATERIAL	HEIGHT.	SIZE.	HOW HEATED.	VALUE.*	PRESENT CONDITION
High	1856	Stone	Three Stories.	53 x 90 feet.	Steam.	\$40,000	Good.
Dearborn	1844	Brick	Two "	60 x 80 feet.	Stoves.	7,000	Poor.
Jones	1844	Brick	Two "	53 x 71 feet.	Stoves.	9,000	Poor.
" Branch	1858	Wood	Two "	26 x 45 feet.	Stoves.	1,500	Fair.
Scammon	1846	Brick	Two "	50 x 72 feet.	Stoves.	9,000	Fair.
" Branch	1862	Wood	Two "	60 x 36 feet.	Stoves.	4,000	Good.
Kinzie	1845	Brick	Two "	46 x 71 feet.	Stoves.	9,000	Poor.
" Branch	1862	Wood	Two "	56 x 39 with } wing 26 x 44 }	Stoves.	6,000	Good.
† Franklin	1851	Brick	Two "	45 x 70 feet.	Stoves.	.....	.....
" Branch	1862	Wood	Two "	56 x 39 with } wing 26 x 44 }	Stoves.	6,000	Good.
Washington	1851	Brick	Two "	45 x 70 feet.	Stoves.	9,000	Fair.
" Branch	1862	Wood	Two "	56 x 39 with } wing 26 x 44 }	Stoves.	6,000	Good.
" Branch	....	Wood	Two "	.....	Stoves.	300	Poor.
Moseley	1856	Brick	Three "	78 x 58 feet.	Steam.	30,000	Good.
" Branch	....	Wood	One "	22 x 44 feet.	Stoves.	1,000	Fair.
Brown	1857	Brick	Three "	60 x 84 feet.	Steam.	30,000	Good.
Foster	1857	Brick	Three "	60 x 84 feet.	Furnaces.	30,000	Good.
" Branch	1855	Wood	Two "	26 x 42 feet.	Stoves.	1,500	Fair.
" Branch	1862	Wood	Two "	44 x 53 feet.	Stoves.	4,000	Good.
" Branch	....	Wood	One "	.....	Stoves.	1,000	Fair.
Ogden	1856	Brick	Three "	60 x 80 feet.	Steam.	30,000	Good.
Newberry	1858	Brick	Four "	74 x 78 with } wing 50 x 58 }	Stoves.	50,000	Good.
Wells	1865	Brick	Four "	68 x 86 feet.	Steam.	50,000	Good.
Skinner	1859	Brick	Four "	74 x 78 with } wing 50 x 58 }	Steam.	60,000	Good.
Haven	1862	Brick	Four "	68 x 86 feet.	Steam.	50,000	Good.
Cottage Grove	1866	Wood	Two "	77 x 68½ feet.	F. & Stoves	13,500	Good.
‡ Bridgeport .....	....	Wood	Two "	28 x 66 with } wing 24 x 40 }	Stoves.	3,000	Fair.
Holden	1868	Brick	Four "	69½ by 87 feet.	Steam.	50,000	Good.
Holstein .....	....	Wood	One "	24 x 72 feet.	Stoves.	2,000	Good.
Walsh Street	1866	Wood	Two "	76 x 68½ feet.	Stoves.	13,500	Good.
Dore	1867	Brick	Four "	68 x 86 feet.	Steam.	50,000	Good.
Carpenter	1868	Brick	Four "	69½ by 87 feet.	Steam.	50,000	Good.
Hayes	1868	Brick	Four "	70 by 89 feet.	Steam.	50,000	Good.
Pearson St. Prim'y	1866	Wood	Two "	76 x 68½ feet.	F. & Stoves	13,500	Good.
Elizabeth St. "	1866	Wood	Two "	76 x 68½ feet.	Stoves.	13,500	Good.
§ Rolling Mill "	1855	Wood	Two "	42 x 46 feet.	Stoves.	4,000	Good.
Elm Street "	1868	Wood	Four "	76 x 68½ feet.	Furnaces.	13,500	Good.
Wentworth Av. "	1868	Wood	Two "	76 x 68½ feet.	Furnaces.	13,500	Good.
Total value of School Buildings						\$734,300	

*Includes heating apparatus and furniture.

† The old Franklin School Building has been taken down during the year. A new four story brick building is being erected in its place, which will be ready for occupancy in the Fall or at the commencement of the Winter Term.

‡ This building was vacated at the beginning of the Summer Term, upon the opening of the Holden School Building.

§ Two buildings, each 42 x 46 feet — the last one was erected in 1867.

REPORT OF THE COMMITTEE ON AUDITING AND FINANCE.

YOUR Auditing and Finance Committee would respectfully present the following report of Expenditures during the Fiscal Year ending March 31, 1868:

SCHOOL TAX FUND.

For Salary of Clerk of Board of Education	\$2,000.00
" Salaries of Assistant Clerk and of Messenger.....	1,098.13
" Salary of Building and Supply Agent.....	2,000.00
" Carpenters' Wages	4,965.00
" Laborers' Wages.....	1,795.58
" Janitors' Wages	17,157.73
" Fuel	17,576.08
" Painting and Calcimining.....	4,266.23
" Repairs	8,081.33
" Furniture, including \$5,000 paid on contracts for Carpenter and Holden Schools.....	14,784.57
" Printing Blanks, Class Books, Registers and Annual Report.....	5,872.27
" Publishing Proceedings of Board and Advertising	1,762.00
" Stationery, Reference Books, Charts and Apparatus.....	2,214.09
" Rent of Office and of Buildings used as Branches	3,901.90
" Lumber, Doors, Sashes and Mouldings.....	9,429.50
" Supplies	1,233.81
" Sewers	1,140.40
" Plumbing, Introducing Water on Grounds of New Buildings, etc.....	1,360.13
" Painting Black Boards.....	1,117.73
" Stoves, Castings for Seats, etc.....	1,347.07
" Sidewalks constructed by contract	1,011.27
" Weather Strips.....	1,198.67
" Changing Boiler at Wells School	1,158.28
" Changes in Heating Apparatus at Ogden School.....	661.09
" Insurance on New Buildings while in course of erection.....	1,147.60
" Lightning Rods.....	934.48
" Furnaces at Cottage Grove School Building.....	634.67
" Gas Pipe in Carpenter and Holden School Buildings	745.64
" Filling Carpenter School lot (in part).....	225.00

For Cleaning Snow from Sidewalks opposite School Buildings.....	254.30
" Cleaning Vaults of Outhouses.....	431.83
" Surveying new School Lots.....	113.00
" Boiler House and Heating Apparatus (High School).....	9,886.70
" Interest on Temporary Loans.....	8,299.39
" Transferred from School Tax Fund to School Fund to pay Teachers, and for Ground Rents.....	218,630.00
" Miscellaneous, not included in any of above items.....	1,209.84
Total Expenditures from School Tax Fund.....	\$349,145.25

SCHOOL BUILDING FUND.

Part of \$30,000 Loan authorized by Common Council in 1866.....	\$12,400.00
Interest on the same.....	502.77
	<u>\$12,902.77</u>

FOR INTEREST ON INDEBTEDNESS FOR SCHOOL LOTS :

H. H. Magie—Elizabeth Street Primary School Lot.....	\$1,260.00
Samuel Johnston, Trustee and Assignee— Pearson Street Primary School Lot.....	660.00
First National Bank—On Money borrowed to pay for Walsh Street School Lot.....	300.00
Francis Hyman—Rolling Mill Primary School Lot.....	224.00
Edwin S. Richards and others, Trustees and Heirs— Dore School Lot.....	188.75
P. H. Vandervoort—Cottage Grove School Lot.....	350.00
	<u>2,977.75</u>

FOR PAYMENTS ON SCHOOL LOTS :

Cottage Grove School Lot.....	\$ 2,500.00
Walsh Street School Lot.....	5,000.00
Rolling Mill Primary School Lot.....	4,000.00
Dore School Lot.....	10,500.00
Carpenter School Lot.....	10,000.00
Holden School Lot.....	6,000.00
Hayes School Lot.....	9,950.00
Clarke School Lot.....	5,000.00
Wentworth Avenue Primary School Lot.....	7,000.00
Jones School Lot, for part payment new lot.....	27,500.00
	<u>\$7,450.00</u>

FOR PAYMENTS ON CONTRACTS, INCLUDING EXTRAS ALLOWED :

Walsh Street School Building.....	\$2,443.15
Dore School Building.....	42,830.55
Carpenter School Building.....	43,983.85
Holden School Building.....	47,619.60
Hayes School Building.....	33,762.00
Elm Street Primary School Building.....	5,000.00
Wentworth Avenue Primary School Building.....	2,000.00
Heating and Ventilating Apparatus at Dore School Building.....	10,976.25
Tin Pipes in Ventilating Flues—Holden School Building.....	361.90
Tin Pipes in Ventilating Flues—Carpenter School Building.....	340.34
	<u>189,317.64</u>

FOR MISCELLANEOUS CHARGES :

A. Bauer, Architect of Dore and of Primary School Buildings....	1,850.00
J. Barton, Architect of Carpenter and Holden School Buildings..	1,800.00
F. Bauman, Architect of Hayes School Building.....	350.00
E. Mendel—Printing School Bonds.....	405.00
Express Charges on Bonds sent to New York and Boston, and Telegrams relating to sale.....	144.89
	<u>4,549.89</u>

Total Expenditures from School Building Fund.....\$297,198.05 ✓

At the adjourned regular meeting of the Board of May 7, 1868, your Committee presented the following Estimate of Expenditures for the Fiscal Year commencing April 1, 1868:

ESTIMATE OF EXPENDITURES FOR COMING FISCAL YEAR.

FOR CURRENT EXPENDITURES :

Salaries of 387 teachers at present employed	\$303,575.00
Salaries of additional teachers for new buildings.....	36,425.00
Salaries of Officers of Board, including Superintendent	14,500.00
Fuel.....	24,000.00
Janitors' Wages.....	24,000.00
Rent of Office and of Buildings used as Branches.....	5,000.00
Repairs, Supplies, Printing, etc.....	70,000.00
Interest on Temporary Loans.....	10,000.00
	\$487,500.00

Less Revenue of School Fund, including State Dividend..... 70,000.00

Total Amount for Current Expenditures\$417,500.00

FOR HEATING AND VENTILATING APPARATUS, FURNITURE, OUTHOUSES, FENCES, AND SIDEWALKS FOR BUILDINGS IN COURSE OF ERECTION AND JUST COMPLETED :

Heating and Ventilating Apparatus for the Carpenter, Holden, Hayes, Franklin and Clarke School Buildings, at \$12,000 each.	\$60,000.00
Heating Apparatus for Elm Street and Wentworth Avenue Primary Buildings, at \$750 each	1,500.00
Furniture for the Carpenter, Holden, Hayes, Franklin and Clarke School Buildings, at \$4,000 each.....	20,000.00
Furniture for Elm Street and Wentworth Avenue Primary School Buildings, at \$2,000 each.....	4,000.00
Outhouses, fences and sidewalks for Carpenter, Holden, Hayes, Franklin and Clarke School Buildings, at \$2,500 each	12,500.00
Outhouses, fences and sidewalks for the Elm Street and Wentworth Avenue Primary School Buildings, at \$2,500 each	5,000.00
	\$103,000.00

FOR SCHOOL SITES, NEW BUILDINGS, HEATING APPARATUS, ETC., IN ADDITION TO THOSE NOW UNDER CONTRACT :

Lot corner of Forest Avenue and Thirty-first Street	\$17,500.00
Full-sized brick building on above lot.....	50,000.00
Heating and ventilating apparatus, furniture, fences, etc., for above building.....	20,000.00
Lot for school building in Fifth Ward.....	5,000.00
Eight-room Primary building, including lot, furniture, sidewalks, etc., in Foster School District.....	20,000.00
Eight-room Primary building, including lot, furniture, etc., in the Dore School District.....	22,000.00
Eight-room Primary building, including lot, furniture, etc., in the Newberry School District.....	22,500.00
Eight-room Primary building, including lot, furniture, etc., in the Sixteenth Ward	30,000.00
Eight-room Primary building, including lot, furniture, etc., near Milwaukee Avenue.....	20,000.00
Partial Appropriation for New High School building.....	100,000.00
	\$307,000.00

Less balance of available proceeds of \$500,000 loan, after payment of contracts for buildings now in course of construction 82,000.00

\$275,000.00

RECAPITULATION OF ESTIMATE OF EXPENDITURES.

For Current Expenditures.....	\$417,500.00
" Heating and Ventilating Apparatus, Furniture, Outhouses, Fences, Sidewalks, etc., of buildings now under contract or just completed.....	103,000.00
" Sites for New Buildings, with Buildings, Furniture, Heating Apparatus, etc.....	275,000.00
Total Estimate of Expenditures.....	\$795,500.00

At the regular meeting of the Common Council, held June 29, 1868, an ordinance was passed,

in which the following appropriation was made for the School Department for the Fiscal Year commencing April 1, 1868:

APPROPRIATION MADE BY THE COMMON COUNCIL.

For Salaries of Teachers, including salary of Superintendent.....	\$324,000.00	
Less amount from School Fund and State Dividend.....	70,000.00	
		\$254,000.00
" Salaries of Officers of the Board.....	\$9,700.00	
" Fuel.....	18,000.00	
" Janitors' Wages.....	20,000.00	
" Rent of Office and Buildings used as Branches.....	5,000.00	
" Repairs, Supplies, Printing, etc.....	60,000.00	
" Interest on Temporary Loans.....	5,000.00	
		117,700.00
" Heating and Ventilating Apparatus for Holden, Carpenter, Hayes, Franklin and Clarke School Buildings.....	\$40,000.00	
" Heating and Ventilating Apparatus for Elm Street and Wentworth Avenue Primary School Buildings.....	1,500.00	
" Furniture for Holden, Carpenter, Hayes, Franklin and Clarke School Buildings.....	15,000.00	
" Furniture for Elm Street and Wentworth Avenue Primary School Buildings.....	3,000.00	
" Outhouses, Fences and Sidewalks at Holden, Carpenter, Hayes, Franklin and Clarke School Buildings.....	7,500.00	
" Outhouses, Fences and Sidewalks at Elm Street and Wentworth Avenue Primary School Buildings.....	3,000.00	
" School Lots, Buildings, Furniture, Heating Apparatus, etc., additional to those now under contract and in course of construction.....	140,000.00	
		210,000.00
Total Appropriation.....		\$581,700 00

In addition to the above there was an appropriation of \$12,000 made for the support of Evening Schools.

We would also respectfully submit the Annual Report of the School Agent, for the Fiscal Year ending March 31, 1868:

REPORT OF SCHOOL AGENT.

Statement of Receipts and Expenditures, and Condition of the School Fund for the year ending March 31, 1868.

RECEIPTS.

The receipts have been as follows :

Cash on hand April 1, 1867.....		\$1,318.64
Newberry Fund—From interest coupons on bonds	\$70.00	
Bills Receivable—From John L. Gross	\$800.00	
“ E. B. McCagg, Trustee.....	400.00	
“ C. Donnelly.....	100.00	
“ A. H. Heald.....	100.00	
	<hr/>	900.00
Interest—From bonds, loans, deposits and sundry persons } for non-payment of rents when due	} 8,161.95	
Rents—From lease of lots and lands.....	33,093.20	
Teacher's Fund—From City School Tax Fund.....	215,000.00	
State Dividend—From J. F. Eberhardt, School Commissioner, balance of tax of 1866	} 6,907.51	
Moseley Fund—From bequest of Flavel Moseley, Esq., (in- vested in 10 City Bonds of \$1,000 each at 94 per cent.....	\$9,400.00	
For six months' interest coupons.....	350.00	
	<hr/>	9,750.00
Expense—From tax sale redeemed.....	27.90	
	<hr/>	273,915.56
Total		\$275,234.20

EXPENDITURES.

The expenditures have been as follows :

Moseley Fund—For books, etc.....	\$299.04	
Foster Fund—For medals.....	122.70	
Jones Fund—For books, etc.....	146.41	
Caspar Lauer Fund—For interest to heirs.....	120.00	
Newberry Fund—For Books, etc.....	67.26	
Bills Receivable—For loan to Wm. J. Slee	\$428.36	
“ loan to Peter Peacock.....	600.00	
“ loan to Thos. Whiteside.....	250.00	
	<hr/>	1,278.36
Teachers' Pay Rolls—For payment of Superintendent's and Teachers' salaries.....	261,493.57	
Expense—For salary of C. C. Chase, School Agent	300.00	
Jos. N. Barker Lot—For paid Mrs. M. O'Donoghue, dower.....	75.00	
City of Chicago Bonds—For paid for 10 city bonds, Nos. 46 to 55 R inclusive, \$1,000 each, at 94 per cent....	9,400.00	
	<hr/>	273,307.34
Cash on hand April 1, 1868.....		1,926.86
	<hr/>	\$275,234.20
Total		\$275,234.20

CONDITION OF SCHOOL FUND, APRIL 1, 1868.

Principal of School Fund.....	\$52,040.00
Wharfing Lot Fund.....	61,129.57
Moseley Book Fund, Principal.....	\$10,400.00
Interest ..	174.24
	<hr/>
	10,574.24

Foster Medal Fund, Principal.....	\$1,000.00	
Interest.....	126.54	
		1,126.54
Jones Fund, Principal ..	\$1,000.00	
Interest	385.30	
		1,385.30
Caspar Lauer Fund, Principal.....		1,000.00
Newberry Fund, Principal....	\$1,000.00	
Interest.....	49.22	
		1,049.22
Teachers' Fund.....		525.71
Teachers' Pay Rolls.....		1,325.93
		<u>\$130,159.51</u>

INVESTED AS FOLLOWS:

Bills Receivable, secured by mortgage.....	\$14,500.07
" " personal security	1,330.00
" " in suspense	814.82
Railroad for block 88 S. S.....	563.08
Real estate	1,002.75
Joseph N. Barker lot.....	3,332.43
City Chicago bonds.....	106,690.00
Cash on hand April 1st, 1863.....	1,926.86
	<u>\$130,159.51</u>

CHARLES C. CHASE, *School Agent.*

Respectfully submitted.

J. F. BALLANTYNE,	} <i>Auditing and Finance</i>
L. L. BOND,	
A. W. TINKHAM,	
	<i>Committee.</i>

REPORT OF THE COMMITTEE

ON

SALARIES.

GENTLEMEN: Your Committee on Salaries estimated in their last report that it would require \$255,000 to pay the salaries of teachers (including the Superintendent and Clerk) from May 1, 1867, to May 1, 1868. They based their estimate upon the number of teachers then employed, and the additions thereafter to be made to the corps. The amount paid exceeded that sum \$3,195.06, making the total expenditure for salaries during that period \$258,195.06.

On May 1, 1867, there were three hundred and seventeen teachers engaged in the schools; on May 1, 1868, there were three hundred and sixty; and at the present time three hundred and ninety are employed. There is every reason to believe that on May 1, 1869, there will be about four hundred and sixty teachers employed. The rapid increase

in the number of teachers arises from the opening of new buildings, and the increase estimated for will arise from the same cause. With the present corps of teachers at the same salaries now paid, it will require about \$292,000 to pay them and the officers of the Board from May 1, 1868, to May 1, 1869, and to meet the additional demand for teachers, and pay those that will necessarily be employed, will require about \$65,000, making a demand for this purpose of \$357,000.

Your Committee are not prepared to recommend a decrease in the salaries. They believe that such persons as should be employed in our schools are worth the amount now paid. We want *tact* and *talent* in a teacher, and if we obtain it we must pay for it.

We are pleased to state to the Board, as we close our connection with this Committee, that the practical benefits of our recommendations in May, 1866, have exceeded our expectations. We then believed a liberal, but not profligate use of the school funds would create new activity and life in the schools, would make better teachers, and by that means elevate the character of the schools. In our plans and suggestions we were ably seconded by our worthy Superintendent. He has ever been a faithful and honest exponent of the true principles of education, and we can not for-

bear stating that a man of his talent, energy and strength should command a salary of at least \$4,000 per annum. The work of the Superintendent of the Schools, and of the Clerk of the Board, is continually increasing, and the same may with truth be said with regard to every officer of the Board. On the part of the Clerk there is much more care and time demanded than at any previous time; to him there are no vacations, and with each additional school accommodation we add a new care.

Your Committee would recommend, for the adoption of this Board, the following scale of salaries for the ensuing year, reserving to the Committees on Appointment of Teachers and on Salaries, the same discretion as now exists with regard to teachers of experience:

Superintendent of Public Schools.....	\$4,000
Clerk of Board of Education.....	2,200
Building and Supply Agent.....	2,000
School Agent.....	600

Principal of High School	2,500
Principal of Normal Department.....	2,200
Male Assistants in High School, except Teacher of French.....	2,000
Teacher of French.....	800
Training Teacher.....	1,200
Female Assistants in High School.....	1,000

Principals of District Schools, except such as are hereafter designated :

For the first year.....	1,800
For the second year.....	1,900
For the third year, and subsequently.....	2,000
Principal of Carpenter School.....	2,000
Principal of Cottage Grove School.....	1,600
Principal of Walsh Street School.....	1,600

Principals of Holstein, Pearson Street Primary, Elizabeth Street Primary, Rolling Mill Primary, DeKoven Street Primary Schools, and such other eight room Primary buildings as have female principals.....	1,000
Head Assistants.....	1,000

Other Female Assistants in the District and Primary Schools, except those who may have charge of more than one division of pupils—for the first fourteen weeks (substituting included), at the rate of.	450
For the first year thereafter	550
For the second year thereafter.....	650
For the third year thereafter, and subsequently	700
Teachers having charge of more than one division — \$25 extra for each additional division.	
Teachers of Vocal Music.....	2,000

Your Committee are of the opinion that the Office Clerk of this Board should be elected by the Board, and have his salary fixed at the same time as the other officers and teachers, and would therefore recommend that the Office Clerk be elected by the Board, and receive a salary for the coming year of \$1,000.

Your Committee have had under consideration the question of advancing the salaries of teachers, in the Grammar grades, to the sum of \$750 per annum as the maximum, instead of \$700 as now.

At a subsequent meeting of the Board the above recommendations were adopted, with but slight change.

Respectfully submitted.

E. F. RUNYAN,	} Committee
J. F. BALLANTYNE,	
	} on Salaries.

REPORT OF THE COMMITTEE

ON

EVENING SCHOOLS.

THE Committee on Evening Schools report a continued interest in the department to which they have been assigned, and feel encouraged to ask the attention of the Board of Education to their Third Annual Report.

But before we enter upon the subject matter to which we have now called your attention, it seems but proper that we should ask you to linger a moment on its threshold, as we pay a parting tribute to the memory of our departed brother, MOSES W. LEAVITT, associate co-laborer, and Chairman of this Committee, whose active labors in this branch of popular education, reaching those who are excluded from our day schools, are as fixed in our minds to-day, as they were beneficial to those who were the recipients of

such labors while he yet trod the paths of life. His wise and judicious counsel, his determined zeal, his arduous endeavors to elevate the standard of moral and intellectual education, may well command our admiration, and challenge a spirit of emulation, the proper and judicious exercise of which shall be productive of results which his vivid mind could foresee, but, like him who ascended Pisgah's top, he was never permitted to enjoy. He has passed away. His voice of counsel shall never more be heard; but the good he accomplished shall remain a lasting memento of his indefatigable labors, and the most enduring monument to perpetuate his memory.

The Evening Schools for the year 1867-8, were opened in the Dearborn, Foster, Franklin, Haven, and Washington School buildings, on the 30th day of September, 1867, and continued for a period of sixteen weeks, ending January 31, 1868. The following tables fully recite all the statistical information we are able to impart:

EVENING SCHOOLS—FOR THE 16 WEEKS, COMMENCING SEPTEMBER 30, 1867, AND ENDING JANUARY 31, 1868.

ENROLLMENT AND ATTENDANCE.

SCHOOLS.	Enrol'd.	Average																
		1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.	10th Week.	11th Week.	12th Week.	13th Week.	14th Week.	15th Week.	16th Week.	Total
Dearborn	735	172	212	239	272	244	204	259	252	240	216	195	179	142	162	150	131	206
Foster.....	967	202	280	292	312	271	305	282	268	253	209	182	170	117	138	152	147	225
Franklin.....	820	240	343	345	335	283	291	265	258	232	205	186	183	148	147	136	120	232
Haven.....	453	95	124	125	155	137	144	122	111	105	104	79	87	63	64	55	46	101
Washington.....	678	142	210	211	223	190	226	227	220	198	170	149	142	112	105	123	92	171
	3653	851	1189	1212	1297	1125	1170	1155	1119	1028	904	791	751	582	616	616	536	935

ABSTRACT OF ENROLLMENT, ATTENDANCE AND EXPENDITURES.

SCHOOLS.	ATTENDANCE.										EXPENDITURES.					COST PER PUPIL	
	Total Enrollment for the entire sess'n	Attendance for the entire sess'n	Per cent. of Attendance	Average on Enrollment.	Average for October.	Average for November.	Average for December.	Average for January.	No. Teachers.	Amount paid to Teachers.	Amount paid to Janitors.	Amount paid for Fuel.	Amount paid for Light.	Total Expenditures	On Total Enrollment.	On Average.	
Dearborn.....	735	206	28.0	229	242	197	146	11	\$1732.00	\$78.00	\$132.00	\$111.76	\$2053.76	\$2.79	\$9.97		
Foster.....	967	225	23.2	272	276	187	138	10	1626.00	78.00	153.75	197.95	2055.70	2.12	9.14		
Franklin.....	820	232	28.3	316	265	191	138	10	1690.00	78.00	132.00	104.35	2004.35	2.44	8.64		
Haven.....	453	101	22.3	125	124	90	57	6	1142.00	78.00	99.00	87.76	1406.76	3.10	13.92		
Washington.....	678	171	25.2	197	212	154	108	8	1322.00	76.00	132.00	112.55	1642.55	2.42	9.61		
	3653	935	25.4	1139	1120	819	587	45	\$7512.00	\$388.00	\$648.75	\$614.37	\$9163.12	\$2.57	\$10.25		

The Committee is well pleased with the advancement made by the pupils, and especially so by those who have been under tuition for two years. In a number of instances, men have presented themselves at our doors, who required an interpreter to make known their wants, and after two terms have been sent forth, able to converse fluently, and capable of managing their own business affairs. *Such* are ever eager students.

Thus far our efforts have been directed to the wider diffusion of a common school education—aiming simply to impart that knowledge which would prove most beneficial in practical, every day life, but we now propose to make our work more aggressive for the coming winter, and to afford facilities to a large class of young men, farther advanced (who, without their own volition, have been compelled to forego the advantages which our High School offers), in the opening of an Evening High School, accessible to all who desire to secure for themselves a knowledge of the mechanic arts, and to understand more fully the principles upon which the sciences are founded, and by which they can be applied to practical life.

For this purpose, the Common Council has nobly responded to our calls, and we can but believe that its inauguration and successful establishment will be conducive of most favorable

results to many who will eagerly avail themselves of its advantages.

We now submit our annual financial statement:

Unexpended balance of appropriation of 1866.....	\$298.67	
Appropriation of 1867.....	10,000.00	
Receipts in 1867, as per Comptroller's statement.....	22.40	
	<hr/>	\$10,321.07
From which deduct		
Expenditure of 1867-8, as per abstract.....	9,163.12	
Leaving an unexpended balance of.....	\$1,157.95	
To which add appropriation of 1868.....	12,000.00	
Making the sum of.....	<hr/>	\$13,157.95

say, thirteen thousand one hundred fifty-seven and $\frac{95}{100}$ dollars, for disbursement during the winter term of 1868-9.

Respectfully submitted,

W. H. CARTER,	}	Committee on Evening Schools.
E. F. RUNYAN,		
A. W. TINKHAM,		
S. A. BRIGGS,		
J. F. BONFIELD,		
R. M. GUILFORD,		

REPORT OF THE COMMITTEE
ON
RULES AND REGULATIONS.

SINCE the publication of the last report, but one change has been made in the Rules of the Board, namely:

Clause additional to Section 105.

“ Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the spiritual adviser of the family to the Principal of the school.”

R. M. GUILFORD,	}	<i>Committee on Rules and Regulations.</i>
J. H. FOSTER,		
T. M. AVERY,		

REPORT OF THE COMMITTEE

ON

MEDALS AND REWARDS.

YOUR Committee on Medals and Rewards would most respectfully report the award of prizes to the following pupils, at the close of the school year in July, 1868:

LIFE MEMBERSHIP IN YOUNG MEN'S ASSOCIATION.

HIGH SCHOOL.—*Classical Department*, Mary E. Nourse.

PRIZE LIFE SCHOLARSHIPS IN BRYANT AND STRATTON'S COMMERCIAL COLLEGE.

HIGH SCHOOL — *General Department*, Anna C. Goodrich.

HIGH SCHOOL — *Normal Department*, S. Ellen Kirk.

DEARBORN SCHOOL Laura A. Dean.

JONES SCHOOL Ella J. Tucker.

SCAMMON SCHOOL Ella Edwards.

KINZIE SCHOOL Gustavus S. Alden.

FRANKLIN SCHOOL Albert J. Wuest.

WASHINGTON SCHOOL Anne A. Lynam.

MOSELEY SCHOOL	William A. May.
BROWN SCHOOL	Fannie B. Raymond.
FOSTER SCHOOL	Mary A. Starrett.
OGDEN SCHOOL	Lizzie D. Anthony.
NEWBERRY SCHOOL	Robert Lewis.
WELLS SCHOOL	Lavinia Anderson.
SKINNER SCHOOL	Monroe L. Willard.
HAVEN SCHOOL	Jennie Spratt.
COTTAGE GROVE SCHOOL	Mattie J. Baker.
HOLDEN SCHOOL	Mary F. Johnston.
HOLSTEIN SCHOOL	Ellen C. Morrissey.
WALSH STREET SCHOOL	Prada Winkelman.

FOSTER MEDALS.

DEARBORN SCHOOL.—Nancy Mayer, Lizzie M. Young.

JONES SCHOOL.—Ida Schwab.

SCAMMON SCHOOL.—Julia H. Shaw, Annie G. Collis, Elsa V. Loomis, Georgianna McGee.

KINZIE SCHOOL.—Katie Morehouse.

FRANKLIN SCHOOL.—Annie H. Parker, Mary B. Hibbard, Mary L. O'Connor, Charles F. DeGolyer.

WASHINGTON SCHOOL.—Addie A. Griffing, Matey C. Ayres, Marian M. Tustin.

MOSELEY SCHOOL.—Sallie Hart, Florence B. Norwood, Mary DeGolyer.

BROWN SCHOOL.—Fannie W. Lewis, Julia M. Thompson, J. Hamilton Farrar, Rachel M. Booth, Clara C. Skeer.

FOSTER SCHOOL.—Hattie S. Furney, Hannah L. Sullivan, Louisa R. Starrett, Celia M. Gilmore.

OGDEN SCHOOL.—Cynthia Willsie, Nestor Light.

NEWBERRY SCHOOL.—William Nicholson, Mary Gillespie.

WELLS SCHOOL.—John Cassleman.

SKINNER SCHOOL.—Frances C. Shipman, William A. Taylor, Charles H. Akerley, Cretoria C. Ackley, Clara Hart.

HAVEN SCHOOL.—Ella B. Crumbaugh, Helen M. Boggs.

COTTAGE GROVE SCHOOL.—Charles Besly, Minnie L. Hineckley.

WALSH STREET SCHOOL.—James Quigley.

DORE SCHOOL.—Clara B. Coe.

PRIZE SCHOLARSHIPS IN PORTER'S TELEGRAPH COLLEGE.

HIGH SCHOOL—*General Department*, Walter S. Gurnee.

HIGH SCHOOL—*Normal Department*, Grace Sherwood.

DEARBORN SCHOOL . . . Anna E. Jordan.

JONES SCHOOL . . . Francis B. Law.

SCAMMON SCHOOL . . . Lilian Van Duzer.

KINZIE SCHOOL . . . Austin O. Sexton.

FRANKLIN SCHOOL . . . Christian H. Schwartz.

WASHINGTON SCHOOL . . . Frank Gray.

MOSELEY SCHOOL . . . George A. Barton.

BROWN SCHOOL . . . Charles M. Bickford.

FOSTER SCHOOL . . . Frederic R. Schock.

OGDEN SCHOOL . . . Emmett L. Beatty.

NEWBERRY SCHOOL . . . John Forrest.

SKINNER SCHOOL . . . William D. Kane.

HAVEN SCHOOL . . . William N. Perry.

HOLDEN SCHOOL . . . Mary A. Kessler.

J. WENTWORTH,	}	<i>Committee on Medals and Rewards.</i>
L. L. BOND,		
DAVID WALSH,		

REPORT OF THE COMMITTEE
ON
THE HIGH SCHOOL.

AT the commencement of the year, some changes were made in the corps of Instructors in the High School. Mr. Carol Gaytes having resigned, Mr. Samuel F. Miller was elected in his place. Mr. Herman W. Snow was elected to fill the vacancy occasioned by the resignation of Mr. J. G. R. McElroy, and Messrs. Henry F. Munroe and Oliver S. Westcott, were elected as additional teachers, the former in the Department of Ancient Languages, and the latter in that of Mathematics.

The crowded condition of the school made it necessary to seat the Library and the Hall, and the Normal Department was transferred to the Hall.

The work of the High School has been carried on successfully, as shown by the examinations of June 30th and July 1st. Committees were

appointed to superintend these examinations, and the following Reports have been received from them. Attention is most respectfully called to these Reports, as also to the full Report of the Principal of the School.

REPORT OF THE COMMITTEE ON HIGHER
ENGLISH.

J. F. BONFIELD, ESQ.,

Chairman of Committee on the High School.

SIR: It gives me great satisfaction to report that during the past ten years of my attendance upon the High School examinations, I have observed a steady progress, both in the modes of education and examination, and in the performances and *esprit du corps* of the students. This advance was quite perceptible in the examination just closed. The substantial facts of history were truly conceived and correctly reported. The fluency, accuracy, and elegance of the language in which the answers were extemporised, is satisfactory demonstration of the efficacy of the system of training pursued in Higher English Literature. The great importance of this department to our sons, and especially to our daughters, combining as it does the best materials for the

adornment of home, with the most powerful incentives to noble conduct in public life, will perhaps justify the suggestions of possible improvements in the course of Higher English Literature.

1. Besides acquiring a correct knowledge of the facts of History, it would develop and give a practical direction to the reason and conscience of the students, to form and express their judgment on the *lessons* of the great events of history.

2. Instead of a portion of the excellent compendium of English Literature now used, the Higher Classes would gain in taste and depth of thought by devoting the last term to the critical study of some English Classic: say, *The Deserted Village*, for the first year; *The Task*, for the second; *Hamlet*, for the third, etc.; or such other selections as the Board might make. Should any considerable proportion of the students thus obtain the capacity of comprehending any of our great poets, it would be a positive addition to their real life, and to their powers of giving happiness, which would go far to prevent the tendency of our day toward breadth of culture, rather than depth of feeling and grace of thought.

Yours respectfully,

ROBERT PATTERSON,	}	<i>Committee.</i>
J. P. ROLES,		
ROBERT COLLYER,		

REPORT OF COMMITTEE ON MATHEMATICS.

TO J. F. BONFIELD, ESQ.,

Chairman of the Committee on the High School.

DEAR SIR: The undersigned, appointed to examine the Mathematical Classes at the recent examination in the High School, would respectfully submit their brief report.

Owing to imperative engagements elsewhere, we were not able to attend all the recitations. We heard classes in Algebra, Geometry and Astronomy.

From our knowledge of the efficient management of the High School, we were prepared to hear excellent recitations, nor were we disappointed. The classes appeared to have been thoroughly drilled, and their members quite uniformly exhibited a critical knowledge of the subjects passed over. There were a very few failures; such we always expect in an honest and impartial examination. They do not necessarily detract from the merit of the teacher or class.

We were much pleased with the excellent order of the school rooms. The deportment of the pupils was, in every respect, commendable.

Respectfully submitted,

Z. GROVER, }
A. J. HOWE, } *Committee.*

REPORT OF COMMITTEE ON ANCIENT
LANGUAGES.

TO J. F. BONFIELD, ESQ.,

Chairman of the Committee on the High School.

DEAR SIR: The Committee requested by you to attend the Examinations, in the Ancient Languages, at the close of the last term of the High School, begs leave to report as follows:

Your Committee attended the examination of the Junior Class in Latin, by Mr. Munroe, and that of the higher classes in Cæsar, Cicero, Virgil, and Homer, conducted by Mr. Welles and Mr. Dewey.

We found the pupils of the Junior Class thoroughly grounded in the elements of Latin; and their manner of reciting was prompt, clear and intelligent. During the examination they were frequently tested in translations from English into Latin, and answered with considerable readiness and accuracy. Your Committee suggests that such exercises should form an important part of every recitation, especially with elementary classes, believing that the constant application of rules which they render necessary, has an important effect in fixing the Latin words and forms in the pupil's memory, as well as in explaining the meaning of rules which otherwise are apt to be learned merely by rote.

In the examinations of the higher classes in Cæsar, Cicero, Virgil, and Homer, your Committee were gratified to find that the pupils have not only been thoroughly taught in the principles of the languages, but appeared, also, to appreciate the beauty of the Latin and the Greek Literature. The kindred studies of Ancient Geography and History have not been neglected, and the pupils seemed to read the poetry and oratory of Greece and Rome with a thorough understanding of their bearing upon Greek and Roman life and manners.

We also noticed, with extreme pleasure, the accurate elegance of translation exhibited by some of the members of the Senior Class. It is difficult for pupils to appreciate the beauty of the original, if they are in the daily habit of translating it into barbarous English. Hence, we are convinced that in insisting on idiomatic English in translations from Latin and Greek, Mr. Dewey and Mr. Welles have accomplished most important results in developing the literary taste of the pupils under their care, as well as in making them more thoroughly acquainted with the spirit of ancient literature. The fine taste displayed by some of the older pupils justifies your Committee in suggesting that advanced students of the classics would derive the greatest benefit from the practice of committing to memory the finest passages of the

poems they are studying, leaving the choice of the passages entirely to the student. This practice, if not carried to an extreme, as in the English public schools, makes the language and literature more familiar; while it has also a tendency to keep up the student's interest in liberal studies after leaving school.

The classes in Virgil and Homer appeared to have a thorough understanding of prosody, and scanned with rapid accuracy. The chief value of prosody, however, is to enable the student to read poetry, so as to give pleasure to the ear; and this is impossible without more attention to the *cæsura* and to the natural pauses of the verse, than appeared in the examinations we attended. The hexameters of Virgil and Homer should be read like the hexameters of Longfellow, Goethe and Kingsley, and only in this way does the student discover that the poetry of the ancients has more harmony, more musical cadence, than the productions of modern times.

Your Committee would further suggest that it would be well to adopt in the Greek classes of the High School, the continental mode of pronunciation, as being not only more logically correct, but more in accordance with the method recently adopted in all the important colleges in this country.

In conclusion, your Committee desire to congratulate the High School on the high degree of general excellence in classical studies, which this year's examination has indicated. As excellence always stimulates criticism, we feel that no other apology is necessary for the few suggestions contained in this report.

With great respect,

J. R. BOISE,
GEORGE E. ADAMS, } *Committee.*

REPORT OF COMMITTEE ON MODERN LANGUAGES.

[Mr. Greenebaum being called away from the city unexpectedly, a note was addressed Mrs. Doggett, asking her to prepare a report, and the following is submitted.—SUP'R.]

Upon my return to the city this morning, after a fortnight's absence, I found your note asking for a report upon the examinations in the Modern Languages at the High School. I naturally expected Mr. Greenebaum to be the mouthpiece of the Committee, and before leaving town he ought to have expressed the satisfaction I know he felt.

Though, perhaps, too late for your purpose, I would say a word of the impression made upon me by the recitations to which I listened.

The German classes were satisfactory in every respect. The progress made, even by those who had studied but a few months, is astonishing. Compound phrases were translated into German with a facility that indicated a correct idea of the manifold forms into which adjectives and articles can transform themselves, and many pupils recited with great purity of accent. They also wrote, "out of their own heads," brief essays, employing German characters.

The advanced class read and translated the finest scenes from *Tell* and *Marie Stuart*, with an elegance and feeling that would do credit to those to whom the tongue is native.

The French classes I was able to listen to but a very few minutes, but would suggest that French should be the medium of communication between teacher and pupils, as only by much practice can English organs of speech be moulded to the correct use of this "most malleable of languages."

I was pleased to notice that Mrs. Reed invariably uses German in her classes, and in most instances her pupils seemed to comprehend her without difficulty. Though a stranger to her, I am sure she must get the best out of her pupils of

which they are capable. Her quick, nervous manner keeps them on the alert — very little time for brains to be addling during her recitations, and very little sympathy with the “know, but can’t remember” style of pupils.

Pardon my long “word,” but the recitations of which I speak were a great surprise as well as pleasure to me.

Respectfully yours,

KATE N. DOGGETT.

REPORT OF COMMITTEE ON NATURAL SCIENCES.

TO JOSEPH BONFIELD, ESQ.,

Chairman of the Committee on the High School.

YOUR Committee beg leave to report that they have attended the examinations of the classes in Natural Sciences, at the close of the late term of the High School, have carefully listened to the exercises, and have questioned the pupils. We find evidences of excellent proficiency on the part of the scholars, and of care and thoroughness on the part of the teachers.

Geology.—In this branch, the pupils have acquired a pretty full knowledge of the main

principles, being able to describe, with correctness, the different geological formations, and the fossil remains which characterize them. Some of the pupils, as is often the case at their age, rather committed the teachings to memory, than carefully digested them, but there were no more such cases than is inevitable in all classes. Every pupil showed the marks of careful instruction.

Natural Philosophy and Astronomy.—The examinations in these branches were in the highest degree satisfactory.

Physiology.—This science, in the form taught in all High Schools and Academies, is a combination of Physiology, Anatomy, and Hygiene. Having such an extensive range, it can not be thoroughly studied, and, therefore, the advantages of it depend very much upon the selection of topics made by the author of the text-book. As yet, all the text-books on this subject are somewhat crude, but still they are far better than nothing. The pupils showed good progress and evidences of commendable industry.

Botany.—This beautiful study has received more than its usual share of attention, and the Committee was highly gratified with the proficiency of the pupils.

While greatly pleased at the progress of the pupils, we can but express the wish that still greater attainments could be made. This, however, can not be expected in the brief time now devoted to these studies, which barely suffices to give the pupil an elementary knowledge, and partially to open his eyes to their beauties and importance. A practical knowledge of the application of these sciences, upon which so much depends, he can now acquire only at considerable private expense. We would, therefore, recommend the Board to extend the Course of Study so as to enable those pupils who desire, and have made suitable progress, to obtain a more complete and practical knowledge of these most important branches.

In conclusion, we would say that the High School examinations, so far as they have come under our notice, reflect honor upon all concerned.

J. V. Z. BLANEY,	} <i>Committee.</i>
R. WELCH,	
E. ANDREWS,	
H. H. BABCOCK,	

REPORT OF PRINCIPAL OF HIGH SCHOOL.

J. F. BONFIELD, ESQ.,

Chairman of Committee on the High School.

SIR: The records of the High School for the past year, show the attendance to have been as follows:

Males in the General Department	.	.	.	165
Females	"	"	.	263
Females in Normal	"	.	.	67
			—	495
Average Number Belonging	.	.	.	421
Average Daily Attendance	.	.	.	408
Per cent. of Attendance	.	.	.	97
Not tardy during the year	.	.	.	270
Not absent during the year	.	.	.	88
Not absent nor tardy during the year	.	.	.	81

The pupils have been in classes as follows:

	Whole Number.	No. at Close of Year.
Senior Class	35	32
1st Middle A Class	39	31
1st Middle B Class	35	28
2nd Middle A Class	60	42
2nd Middle B Class	48	34
Junior A Class	42	32
Junior B Class	42	29
Junior C Class	40	31
Junior D Class	42	26
Junior E Class	45	30

NORMAL DEPARTMENT :

Senior Class	.	.	.	26	25
Junior Class	.	.	.	41	32
Total	.	.	.	495	372

SUMMARY

OF ATTENDANCE OF HIGH SCHOOL FOR THE YEAR ENDING
JULY 3, 1868.

MONTHS.	Admitted.	Left.	Tardy.	Whole No. Enrolled.	Average Number Belonging.	Av. Daily Attendance	Per cent. of Attendance.	Number of Pupils in Normal Department.	Number of Pupils in Classical Department	Number of Pupils in General Department.	Number of Pupils Studying French.	Number of Pupils Studying German.	Number of Pupils in General Department Studying Latin.
September..	491	9	18	488	486.0	480.0	98.6	63	27	398	46	239	113
October	6	25	10	486	474.0	459.0	96.8	63	28	395	45	237	113
November .	16	38	19	465	448.0	433.4	96.8	57	25	366	41	232	110
December ..	12	25	18	440	432.0	419.0	97.0	51	25	364	42	214	102
January....	20	32	34	436	422.8	408.4	95.6	62	24	350	40	208	101
February...	14	28	10	426	411.5	397.4	96.7	61	24	341	42	199	109
March.....	16	28	18	412	401.0	388.0	95.6	60	24	318	49	191	97
April.....	7	16	17	398	388.0	380.0	97.9	58	23	317	39	186	92
May.....	7	19	19	387	374.0	362.0	96.7	58	23	306	37	178	90
June.....	5	10	22	373	369.0	357.4	96.9	53	21	299	36	172	83
Total.....	594	230	180	490									
Av. for year.					420.6	408.0	97.0	58.6	24.4	345.4	40.8	205.6	100.6

GRADUATES OF 1868.

The following are the names of the graduates at the Anniversary, July 3, 1868:

CLASSICAL DEPARTMENT.

Geo. L. Abbott,
Hervey W. Booth,
William W. Evans,
Geo. T. Flersheim,

Mary E. Nourse,
Harry S. Stevens.
William M. Whitehead.

GENERAL DEPARTMENT.

John Y. Ballantyne,
Charlotte Bell,
Walter S. Bogle,
Lillie W. Boyden,
Maggie A. Curran,
Mary Frank D'Wolf,
William Dickinson,
Rose A. Donnelly,
Mary A. Fitzpatrick,
Celia S. Flagg,
F. Carrie Garnett,
Angie E. Goode,
Anna C. Goodrich,

Walter S. Haines,
Jennie M. Hammond,
Agnes P. Jones,
Helen L. Ladd,
Dora A. McGee,
Geo. M. Moulton,
Amelia M. Platt,
Amelia M. Richberg,
Charles T. Root,
Mary L. Spencer,
Calvin J. Stambaugh,
William W. Young.

NORMAL DEPARTMENT.

Sarah A. Barker,
Marie S. Bergh,
Anna A. Cook,
Bertha J. Coss,
Maria L. Costello,
Anna K. Creswell,
Azubah T. Dodge,
Agnes F. DuFour,
Carrie J. Edwards,
Emma B. Fenimore,
Eda E. Gould,
Theresa M. Guth,
Ella C. Hanford,

Seraphine M. L. Jamot,
Sophie C. Johns,
S. Ellen Kirk,
Mary A. Marshall,
Jennie McAuley,
Louisa S. Moore,
Mary J. Reading,
Grace M. Sherwood,
Ellen R. Smith,
Elizabeth F. Trimingham,
Sarah White,
Lizzie C. Williams.

PRIZES.

The Bryan Life Membership in the Young Men's Association was awarded to Miss Mary E. Nourse, and the Scholarships in Bryant and

Stratton's Commercial College to Miss Anna C. Goodrich, of the General Department, and Miss S. Ellen Kirk, of the Normal Department. Miss Celia S. Flagg, who was first entitled to the scholarship, having already received one, was presented with a complete set of Mrs. Browning's works.

The scholarships in Porter's Telegraph College, for the highest scholarship of those pupils who had been neither absent nor tardy during the year, was awarded to Walter S. Haines and Grace M. Sherwood.

EXAMINATION FOR ADMISSION.

Upon the 26th of June, 288 pupils were examined for admission to the different Departments of the High School.

The following were the questions presented:

QUESTIONS FOR GENERAL DEPARTMENT.

ARITHMETIC.

(Time One Hour.)

1. If the minuend be $31\frac{4}{7}$, and the remainder $7\frac{3}{5}$, what is the subtrahend?
2. If the quotient be $17\frac{1}{3}$ when the divisor is 27, what will the dividend be if the quotient remain the same and the divisor be doubled?
3. Give the width of each zone in degrees, and the distance in minutes from the Arctic Circle to the Tropic of Capricorn.

4. How many times will a wheel 8 feet 3 inches in circumference turn round in going $2\frac{1}{2}$ miles?

5. What per cent. of 75 is 15 per cent. of 175?

6. In what time will \$500 increase to \$675, if put at interest at 12 per cent. per annum?

7. A note for \$1750 is due 2 years 6 months hence. Its present worth is \$1400. What rate of interest does it bear?

8. A room is 40 feet long, 30 feet wide, and 16 feet high. What must be the length of a line reaching from the ceiling at N. E. corner to the floor at the S. W. corner of the room?

9. Add $5\frac{3}{4}$, $7\frac{1}{2}$, $2\frac{5}{8}$, $9\frac{1}{10}$, and 275 millionths decimally.

10. A. commenced business Jan. 1, 1866, with a capital of \$15000. Upon July 1, 1866, he took in B. as a partner, with a capital of \$25000. Upon the 15th of March, 1867, C. became a partner with a capital of \$30000. Upon Jan. 1, 1868, they find their gains to be \$25000. What is each man's share?

GRAMMAR.

(Time One Hour.)

1. Give the rule for the agreement of a verb with its subject, and give an example of False Syntax under that rule.

2. What rule, if any, is violated in the following sentence :

“Let every scholar attend to their business.”

3. Name five adjectives that are irregular in comparison, and compare them.

4. Correct the following sentence where needed, and give reasons for corrections :

“We never publish no Communication no matter how good it may be, unless the author gives their name in full.”

5. Analyze the following sentence :

“The little brook heard *it* and *built* a roof

'Neath which he could house him, *winter-proof*.”

6. Parse the italicized words in the above sentence.

7. What rule and what principle of grammar are violated in the sentence,

“It was me which did it.”

8. Name and define the properties of nouns.

9. Correct, in all particulars, the following :

james wrote to his brother that thomas had went to school one hour before he come.

10. What are the abbreviations for—forenoon—Year of our Lord—Maryland—that is—namely—Doctor of Laws—Nova Scotia—for example—Member of Parliament—Florida.

GEOGRAPHY.

(Time One Hour.)

1. Define Latitude, Longitude, Zenith, Horizon, and Great Circles.

2. Where upon the Earth's surface, are the days and nights always of equal length?

3. Why are the first settlements of a new country generally made near navigable rivers?

4. What parts of the world are best fitted for the raising of cattle, and why?

5. Into how many sections is North America divided by mountain systems, and what is each section called?

6. Bound the most densely settled portion of Europe.

7. Locate and describe the Andes, the Alps, and the Atlas Chain.

8. Locate and describe the Danube, the Seine, the Amoor, the Ohio, and the Nile.

9. Freight a vessel with the principal export of Russia, and trace its course in detail to New York.

10. How many and what are the Republics of South America?

HISTORY OF UNITED STATES.

(Time One Hour.)

1. Name three Spanish discoverers, three English discoverers, and one Italian discoverer.

2. Name three rebellions, and give the cause of each.

3. State some important acts of Washington previous to the Revolution.

4. Name the date and place of signing each of three important treaties of peace.

5. What do you know of the Louisiana purchase?

6. Name three prominent United States officers engaged during the great rebellion, and the Confederate officers in command against whom each fought.

7. Name three important battle fields of the great rebellion in the Middle States, three in the States south of Virginia, and three in States west of the Mississippi river.

8. Name the several wars in which the United States have been engaged, and during whose administration did each occur?

9. Most important events of Pierce's administration.

10. What States have been admitted to the Union since the admission of Wisconsin?

SPELLING.

- | | |
|-----------------|-------------------|
| 1. Gravitae. | 11. Beauteous. |
| 2. Inimical. | 12. Gorgeous. |
| 3. Daisy. | 13. Gauging. |
| 4. Cincinnati. | 14. Receptacle. |
| 5. Effluvia. | 15. Alleghanies. |
| 6. Chimerical. | 16. Rhythmics. |
| 7. Deliverance. | 17. Digestion. |
| 8. Trisyllable. | 18. Indianapolis. |
| 9. Tennessee. | 19. Melodies. |
| 10. Betrayal. | 20. California. |

Define 2, 5, 8, 17 and 19.

QUESTIONS FOR NORMAL DEPARTMENT.

ARITHMETIC.

(Time One Hour.)

1. Give a complete rule for calculating simple interest.
2. If 18 per cent. is lost by selling goods for \$2050, for what should they have been sold to lose 10 per cent.?
3. A man's age is such that if it be multiplied by 3, and $\frac{2}{7}$ of the product be tripled, $\frac{2}{9}$ of the result will be 16. Required his age.
4. If $\frac{3}{5}$ of a bushel of barley be worth $\frac{3}{4}$ of a bushel of corn, and corn be worth $\$3\frac{2}{3}$ per bushel, how many bushels of barley will \$15 buy?
5. A cistern has 3 pipes, two filling and one emptying it; the first can fill it in $\frac{1}{2}$ an hour, the second in $\frac{1}{3}$ of an hour, and the third can empty it in an hour. In what time will the cistern be filled if all run together?
6. If the expenses of 8 persons are \$400 for 10 weeks, how many persons will \$2000 support for $12\frac{1}{2}$ weeks?
7. One-third of a pole is in the mud, one-fourth in the water, and 10 feet in the air. How long is the pole? Give analysis.
8. Required the present worth of a note for \$500, discounted for 90 days at the rate of 6 per cent. per annum.
9. A., B. and C. entered into partnership, contributing in all \$4833. B. paid twice as much as A., and C. twice as much as A. and B. How much did each contribute?
10. A ladder 75 feet long rests against the trunk of a tree at a point 50 feet from the ground. How far is the foot of the ladder from the root of the tree?

GRAMMAR.

(Time One Hour.)

1. Write a sentence containing an adverbial phrase; one containing an adverbial clause; one having an adjective clause.

2. Give the rule for doubling the final consonant in spelling—for final y. Illustrate each by three examples.

3. Write three sentences, the first having a simple phrase, the second a complex phrase, the third a compound phrase.

4. How is a name that begins with the title Mr., Miss, or Dr., pluralized? Give examples.

5. Give your reasons for deciding whether these sentences are correct or incorrect, viz.:

1 The Pleasures of Hope were written by Campbell.

2 Young's Night Thoughts is an instructive poem.

6. Of what words are the tenses of the potential mode, active voice of the verb *to write* composed?

7. Write sentences showing the use of be, do, and have: *first*, as principal verbs; *secondly*, as auxiliary verbs.

8. From what are grammatical rules derived?

9. Analyze—

There, in his noisy mansion, skill'd to rule,
The village master taught his little school.

10. Parse italicized words.

GEOGRAPHY.

(Time One Hour.)

1. State the chief points in the description of a river, of a mountain chain, of the surface of a country.

2. Name five cities situated on or near the parallel of Chicago.

3. What are the exports of China to the United States? By what route would merchandise reach New York from China in the shortest time?

4. Trace the natural movement of the water, in detail, from the head of Lake Michigan to the Atlantic Ocean.
5. Give two proofs that the earth is a sphere.
6. Name and give the elevation of the highest point of the Andes, of the Alps, and of the Himalaya mountains.
7. What and where are the objects designated by these terms? Vera Cruz — La Plata — Adriatic — Abyssinia — Sumatra.
8. Draw an outline of Europe.
9. If you know the latitude of a place, state what may be inferred from such knowledge.
10. Bound the most populous country in the world.

HISTORY.

(Time One Hour.)

1. The first voyage of Columbus.
2. The character of William Penn.
3. Braddock's Expedition.
4. The Declaration of Independence.
5. Adoption of the Federal Constitution.

(Write upon each topic as fully as the time will permit.)

SPELLING.

(Same as for General Department.)

The following table will give the results of the examination by schools:

SCHOOLS.	NUMBER EXAMINED.		NUMBER ADMITTED.		Average Scholarship of those Examined.	AVERAGE AGE OF THOSE ADMITTED.		Admitted to Normal Department.	Total Admitted
	Males.	Females.	Males.	Females.		Males.	Females.		
Dearborn.....	4	10	1	3	65	16-4	13-6	2	6
Jones.....	3	5	1	5	73	16-0	15-1	.....	7
Scammon.....	17	4	13	1	77	15-8	14-7	4	24
Kinzie.....	2	4	2	1	72	15-7	16-8	.....	3
Franklin.....	12	8	12	8	89	15-4	14-10	5	25
Washington.....	7	8	5	5	73	14-8	14-10	2	12
Moseley.....	12	5	9	3	75	15-8	16-2	2	14
Brown.....	15	23	15	22	80	15-2	15-8	5	42
Foster.....	8	9	8	8	77	15-2	14-11	.....	16
Ogden.....	14	8	13	4	76	15-3	15-7	.....	17
Newberry.....	7	3	7	2	79	15-0	14-7	6	15
Wells.....	4	3	4	3	75	14-7	18-2	.....	7
Skinner.....	13	15	13	13	77	15-2	15-7	2	28
Haven.....	5	12	5	11	80	16-0	14-10	.....	16
Cottage Grove.....	3	3	3	3	81	15-1	16-6	1	7
Holden.....	1	2	1	1	71	12-8	16-11	.....	2
Holstein.....	2	1	1	.....	69	16-8	.....	.....	1
Total.....	119	136	108	105	75	15-4	15-6	29	242

Deducting, from the number belonging at the close of the year, the number of graduates, and adding the number admitted to the Junior Class we have, for the next year, classes as follows:

GENERAL DEPARTMENT.

Senior Class,	59
First Middle Class,	76
Second Middle Class,	148
Junior Class,	213
	— 496

NORMAL DEPARTMENT.

Senior Class,	32
Junior Class,	29
	— 61
Total,	557

To the Normal Department additions will yet be made by further examinations.

The School Building, as at present seated, will accommodate but four hundred and sixty. Some provision must be made to accommodate this excess.

GEORGE HOWLAND, *Principal.*

With expressions of gratitude to the several Committees who have attended the examinations at our request, and at some personal inconvenience to themselves—with satisfaction at the results accomplished—and with the hope that the time is not far distant when the High School shall take a step forward in its Course of Study, and when we shall have secured a more commodious and a more centrally located building, we submit this Report.

J. F. BONFIELD,	}	<i>Committee on High School.</i>
F. A. EASTMAN,		
E. DREIER,		

REPORT
OF THE
SUPERINTENDENT.

R E P O R T.

AT the close of the fourth year of my connection with the schools of Chicago, I address myself to the pleasant task of preparing the Fourteenth Annual Report of their condition. It has been a year of uninterrupted prosperity. The lives of all our teachers have been mercifully spared, and an unusual degree of good health has been accorded them. A very few have found it necessary to seek brief respite from the labors of the school-room. The lives and health of pupils have been preserved in a remarkable degree. To the Giver of all good, we would express our humble acknowledgments for these continued tokens of His favor and of His loving kindness.

Early in the year we were called to mourn the loss of one, who, as a member of the Board of Education, had given very much of his time to labor for the improvement of our schools. He had made himself thoroughly acquainted with the

condition and wants of the schools, and was addressing himself with unusual energy to supply the latter. But in the midst of his usefulness, he was stricken down, and the places that knew Hon. Moses W. Leavitt so well shall know him no more forever. The impress he left upon the schools of Chicago must long remain, and in earnest devotion to work we may well imitate his example.

In spite of my best efforts, I find myself but poorly satisfied with the results of my year's labor. Not a day has been lost, not an hour wasted, and yet my plans, laid out one year ago, have fallen far short of accomplishment. I found myself compelled to abandon the special work I had laid out, as general work pressed upon me in greater measure than ever before. Our corps of teachers has been increased by seventy-six. This is the absolute increase, while resignations have rendered the appointment of more than one hundred a necessity. To secure this number, frequent examinations have been held, occupying twenty-seven full days, or a little more than one-eighth of the school days of the year. Frequent visits must be paid to newly appointed teachers, and to those temporarily employed on trial. Very many strangers have visited us during the year for the

special purpose of becoming acquainted with our school system. To these, personal attention must be given. In some instances I have been enabled to combine my work with the introduction of strangers, but in many cases it could not be done. The correspondence of the office has very largely increased, and while much of it has been turned over to my faithful and efficient Clerk of the Board, and his equally faithful Assistant, some part of it must devolve upon the Superintendent.

The series of examinations I had hoped to inaugurate was necessarily abandoned. My regrets, however, are very much lessened from knowledge of the fact that our teachers, as a whole, have labored just as earnestly and faithfully as they could have done had I given them more of my time. I can not feel that the schools have suffered thus far from lack of supervision, but the conviction forces itself upon my mind, that with a little more direct supervision, they may advance more rapidly, and the question arises whether or not the interests of the schools do not demand the services of an Assistant Superintendent, whose whole time shall be given to examination of classes with reference to improvement of methods of instruction. This suggestion is made, not from any unwillingness on my part to do the work assigned me, so far as time and ability will permit, but because,

with all my willingness, I can not do the work of more than one man.

The words of commendation of our teachers, which were so sincerely given in the report of last year, I would repeat with new emphasis. Their labors have been unremitting, and their success more than gratifying. Each year develops greater uniformity in teaching, as will be seen by reference to the tables showing the result of the examination held in April. The standard of scholarship has been raised. In æsthetic culture, however, there has been the most marked improvement. If those who hold the purse-strings of the city would show the same interest in cultivating the taste of pupils, as teachers show, we should not much longer be compelled to mourn the existence of such unsightly school-rooms as may be found in the very heart of the city. But patience is one of the ornaments of a teacher, and some are in a fair way to lay up a large stock of this needed grace, if they do not faint and fall by the way.

In hope of the good time coming we will labor and wait, and take courage. What has been accomplished, is shown by the following statistics:

SUMMARY OF STATISTICS.

I. POPULATION.

Population of the city, as per census taken by } Board of Health, April, 1868, . . . }	242,373
Number of school age (between six and twenty- one years), calculated from above census as } by previous known ratio, . . . }	64,229

II. SCHOOLS.

Number of Districts :

Grammar,	21	
Primary,	6	27

Number of Schools :

High,	1	
Grammar,	21	
Independent Primary	6	28

Number of Buildings :

Owned by city,	38	
Rented,	11	49

Number of Rooms used for School Purposes :

High,	11	
Grammar,	278	
Independent Primary,	39	
Recitation Rooms,	45	373

III. TEACHERS.

Number of Teachers in High School :

Males,	10	
Females,	4	14

Number of Teachers in Grammar Schools :

Males,	19	
Females,	335	354

Number of Teachers in Independent Primary Schools :

Females,	31
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Number of Teachers of Vocal Music :

Males,	2
--------	---	---	---	---	---	---	---

Total number of Teachers,	401
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IV. PUPILS.

Whole Number of Different Pupils Enrolled :

Grammar and Primary Schools —

Boys,	.	.	.	.	15,066	
Girls,	.	.	.	.	14,398	29,464
High School,	.	.	.	.	.	490

Average Number Belonging :

Grammar and Primary Schools,	.	.	.	17,901.1
High School,	.	.	.	420.6

Average Daily Attendance :

Grammar and Primary Schools,	.	.	17,250.1
High School,	.	.	408.0

Percentage of Punctual Attendance	.	.	96.4
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Whole Number Enrolled in High School.

General Department :

Senior Class,	.	.	.	35
First Middle Class,	.	.	.	74
Second Middle Class,	.	.	.	108
Junior Class,	.	.	.	211
				428

Normal Department :

Senior Class,	.	.	.	26
Junior Class,	.	.	.	41
				67
Total,	.	.	.	495

Average Number Belonging in High School, .	420.6
Average Daily Attendance, " " .	408.0
Per Cent. of Punctual Attendance, " .	97.

Ratio of Average Number Belonging in all the Schools to the Whole Number of Children of School Age in the City, expressed decimally, }	. .286
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Ratio of Average Number Belonging to Whole Number Enrolled, }	. .612
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Average Number of Pupils to a Teacher :

	Whole No. Enrolled.	Average No. Belonging.	Av. Daily Attendance.
High School,	37.7	32.4	31.4
Grammar Grades, }	82.5 {	47.	45.5
Primary Grades, }		51.	49.1

Average Number of Pupils belonging to each
of the several grades for the year :

Grammar Department :

First Grade,	337.6
Second Grade,	616.3
Third Grade,	1,199.1
Fourth Grade	1,473.7

Primary Department :

Fifth Grade,	2,217.2
Sixth Grade,	1,577.1
Seventh Grade,	2,088.8
Eighth Grade,	3,021.1
Ninth Grade,	2,836.1
Tenth Grade,	2,534.1

Whole Number of Scholars Promoted in Grade } during the year, }	15,486
--	--------

Number of Suspensions :

For Absence —

Boys,	.	.	.	.	1,776	
Girls,	.	.	.	.	1,170	2,946

For Misconduct —

Boys,	.	.	.	.	289	
Girls,	.	.	.	.	56	345

Total Suspensions, . 3,291

V. EXPENSES.

Salaries of Teachers,*	.	.	.	.	\$277,203.85
Incidentals,	.	.	.	.	73,868.74
Permanent Improvements,	.	.	.	.	43,467.21

Total Expenditures from School Tax Fund, \$394,539.80

Cost per Scholar for Tuition alone, including High School :

Upon School Census,	.	.	.	.	\$4.33
Upon Number Enrolled,	.	.	.	.	9.29
Upon Average Number Belonging,	.	.	.	.	15.18
Upon Average Daily Attendance,	.	.	.	.	15.71

Cost per Scholar for Incidentals, including High School :

Upon School Census,	.	.	.	.	\$1.15
Upon Number Enrolled,	.	.	.	.	2.46
Upon Average Number Belonging,	.	.	.	.	4.03
Upon Average Daily Attendance,	.	.	.	.	4.18

* NOTE.—This item is from September to July, or for the school year; the others are for the fiscal year, from April to April.

Total Cost per Scholar, including all expenses,
and Six per Cent. upon Valuation* of School
Property :

Upon School Census,	\$6.52
Upon Number Enrolled,	13.99
Upon Average Number Belonging,	22.98
Upon Average Daily Attendance,	23.84

VI. RECEIPTS FOR THE YEAR ENDING APRIL 1, 1868.

From School Tax,	\$387,486.99
“ State Fund	6,907.51
“ Rents and Interests,	40,681.95

VII. SCHOOL CONSTRUCTION BONDS.

From sale of Bonds to April 1, 1868, }	. \$298,158.76
as per Act of March 9, 1867, }	

The above summary gives a fair exhibit of the
work of the past year, but for purposes of com-
parison I present a more detailed statement:

NUMBER ENROLLED.

Enrolled for the year ending July 3, 1868,	29,954
For the previous year it was	27,260

Increase a little less than 10 per cent.

The following additions have been made to the
school accommodations of the city during the year:

* A new valuation of school property has increased this item quite largely.

Upon January 6, 1868, the Dore School was opened, with accommodations for	945
Upon May 3, 1868, the Holden School was opened, with accommodations for nine hundred and forty-five pupils, but as it took the place of Bridgeport School, which had seats for three hundred and seventy-eight pupils, the absolute increase is but	567
Upon May 3, 1868, the Carpenter School added accom- modations for	945
Total increase	<u>2,457</u>

In addition to these buildings already completed and occupied, there are ready for occupancy,

The "Hayes School," seating	945
The "Elm Street Primary," seating	512
The "Wentworth Avenue Primary," seating	512

Adding for the next year accommodations for 1,969

Of this number of seats, three hundred and seventy-eight were occupied for a few weeks, near the close of the term, in the Hayes School, and two hundred and fifty-six in the Elm Street Primary, so that the real additions to school accommodations for the year, were 3,091

Leaving in readiness for the commencement of the next year, seats not before occupied, numbering 1,335

A total increase within the year of 4,426

It is, perhaps, proper to present here the report prepared last spring, after a careful canvass of the city, made for the purpose of ascertaining the exact number of pupils that were enrolled in Private Schools.

NUMBER OF PUPILS ATTENDING OTHER THAN
PUBLIC SCHOOLS.

At the suggestion of the President of the Board, I undertook the work of canvassing the city to ascertain the number of pupils in private schools. My first object was to be prepared to make a correct report to the State authorities, as we are required to do this year; and secondly, I desired to ascertain, as accurately as possible, the exact condition of this city in respect of educational facilities. While this work was in progress, the Common Council, by resolution, called for the information that may be deduced from the figures I am able to submit herewith.

I have every where met with the greatest courtesy, and have visited every private school in the city, with a very few exceptions in the smaller Select Schools, not enrolling two hundred in all. The schools not visited were either inaccessible at the time, or closed at the hour of my visit, and of each I have gathered the statistics from reliable sources.

In the table presented, I have given the census of 1866, distributed as nearly as I could do so from the returns made by wards. District lines and ward lines in no case coincide, but the figures of each division of the city are made to agree, and

the result by districts is as nearly accurate as it can be made. At least twenty per cent. should be added to the census of 1866, to give the census of to-day.

The number enrolled in the public schools is the number enrolled during the month of March. The number enrolled in private schools is the largest number present at any one day of the year.

In the Dearborn District I have enumerated the number of pupils in the Business Colleges of Messrs. Bryant and Stratton and of Messrs. Dyrenfurth, and in Porter's Telegraph College. In accounting for those twice counted, I would say that in these instances I found clusters of schools under one management. The Church of the Holy Family has under its management two schools in the Foster District, one in the Skinner District, and one in the Walsh Street District. The Sisters of Mercy have one school in the Dearborn District and two in the Moseley. The Sisters of Loretto have one in the Scammon and one in the Dore District. In each of these cases I have given to the district in which the principal school is located, credit for the whole number under its care, and again to the district in which the several branches are located, credit for the number in those branches, so that the numbers in the branch schools have

been twice counted, and proper deductions are made from the totals.

Estimating the census of to-day at twenty per cent. above that of 1866 (and a pretty thorough examination of all parts of the city warrants me in believing that this estimate is within the truth), we have of school age, 63,720 persons. To accommodate this number of children, we have to-day only 20,037 seats in buildings owned and rented by the city; adding to this number, the number of seats in buildings now under contract, and not enumerated above, 2,069 with 378 more in the building soon to be vacated at Bridgeport, and we shall have this year only 22,484 seats for 63,720 pupils, if all under school age should apply for admission. Of the number enrolled in private schools, 13,918 are in parish or parochial schools. Admitting that this large number will be provided for as now, we still have left 49,802 pupils to occupy 22,484 seats.

Notwithstanding the fact is universally known, that every school building in the city is full, there are upon the lists in waiting for seats, 1,590 applicants—some of them are accommodated a half day.

At the rate of growth of the city for the past five or six years, it will require each year six new buildings as large as the Haven School building to

meet the demands of the increase, making due allowance for that part of the increase that will find its place in parochial schools and in business. The city is actually further behind the demands for school accommodations than it was four years ago. Then we had 38,000 children, now we have 63,720, an increase of 25,720. The buildings under contract, and erected within this time, will accommodate but 9,342.

The number enrolled in public and private schools, which may be considered as the largest number in attendance at any time during the year, and the number in waiting for seats, are 39,687, which is 24,033 less than the estimated number of school age.

The tables herewith submitted will explain themselves.

** STATISTICS.

SCHOOL DISTRICTS.	Census of 1866.	School House Capacity—Number of seats.	Ratio of Capacity to Census.	Number of Private Schools.
High		440	.....	...
Dearborn.....	2730	692	1 to 4	10
Jones	2800	646	1 to 4 1-3	7
Scammon.....	2739	§1174	1 to 2 4-11	3
Kinzie.....	2500	§1138	1 to 2 1-5	8
Franklin— <i>e</i>	3008	§1384	1 to 2 1-4	6
Washington— <i>b</i>	3013	§1034	1 to 3	5
Moseley— <i>d</i>	3000	§1073	1 to 2 4-5	9
Brown— <i>c</i>	3000	697	1 to 4 1-15	8
Foster.....	5450	1338	1 to 4 1-9	6
Ogden— <i>e</i>	2314	698	1 to 3 1-3	10
Newberry.....	5762	§1388	1 to 4 1-5	4
Wells— <i>b</i>	2500	945	1 to 2 2-3	4
Skinner.....	3000	1325	1 to 2 1-5	9
Haven— <i>d</i>	3240	945	1 to 3 1-2	11
Cottage Grove.....	1100	572	1 to 2 1-7	α-3
Holden.....	1704	§945	1 to 1 2-3	4
Holstein.....	100	120	1 to 1 1-4	....
Walsh Street.....	2000	512	1 to 3 15-17	2
Dore	3345	§1295	1 to 2 2-3	4
Pearson Street Primary— <i>f</i>		512	.....	....
Elizabeth Street Primary— <i>f</i>		512	.....	....
Rolling Mill Primary— <i>f</i>		252	.....	....
DeKoven Street Primary— <i>f</i>		400	.....	....
Total.....	53100	20037	1 to 2 13-19	113

** Upon basis of Census of 1863, with present number of seats.

PUBLIC SCHOOLS,
ATTENDANCE FOR MARCH.

SCHOOLS.	Number Enrolled.	Number Waiting.	Total.
High	412	.....	412
Dearborn.....	692	.....	692
Jones	713	140	853
Scammon	1103	.....	1103
Kinzie	1176	60	1236
Franklin— <i>e</i>	1367	40	1407
Washington— <i>b</i>	1338	352	1690
Moseley— <i>d</i>	1047	70	1117
Brown— <i>c</i>	920	392	1312
Foster	1283	60	1343
Ogden— <i>e</i>	782	94	876
Newberry	1498	75	1573
Wells— <i>b</i>	980	80	1060
Skinner	1165	.....	1165
Haven— <i>d</i>	1108	28	1136
Cottage Grove	593	75	668
Holden	501	60	561
Holstein	58	.....	58
Walsh Street.....	567	42	609
Dore.....	1332	22	1354
Pearson Street Primary— <i>f</i>	543	.....	543
Elizabeth Street Primary— <i>f</i>	570	.....	570
Rolling Mill Primary— <i>f</i>	226	.....	226
DeKoven Street Primary— <i>f</i>	465	.....	465
Total.....	20879	1590	21969

PRIVATE SCHOOLS,

LARGEST NUMBER ENROLLED DURING THE YEAR.

PUBLIC SCHOOL DISTRICTS.	Parochial Schools.		Jewish Schools.	Academies and Select Schools.	Total.
	Catholic.	Scandinavian and German.			
Dearborn.....	*1000	.....	130	1364	†2494
Jones.....	360	90	128	116	694
Scammon.....	*1050	.....	.....	47	1097
Kinzie.....	.....	630	45	146	821
Franklin— <i>e</i>.....	.....	342	.....	86	428
Washington— <i>b</i>.....	.....	214	.....	400	614
Moseley— <i>d</i>	225	75	.....	247	547
Brown— <i>c</i>.....	.....	.....	.....	263	263
Foster.....	*4057	542	.....	27	4626
Ogden— <i>e</i>	920	270	.....	188	1358
Newberry.....	1183	270	.....	37	1490
Wells— <i>b</i>	508	662	.....	.....	1170
Skinner.....	527	.....	.....	167	694
Haven— <i>d</i>	850	40	.....	222	1112
Cottage Grove.....	.....	.....	.....	300	300
Holden.....	250	23	.....	75	348
Walsh Street.....	420	275	.....	.....	675
Dore.....	600	64	.....	95	759
Total.....	11950	3457	303	3780	19490
Deduct for twice counted.....	1772	.....	.....	.....	1772
Total after deducting those twice counted.	10178	3457	303	3780	17718

SCHOOL DISTRICTS.		Total Attending Public and Private Schools.	**Ratio of Attendance to Census.
High	412	.....	.....
Dearborn.....	3186	.....	1 to 13-15
Jones.....	1547	.....	1 to 1 4-5
Scammon.....	†2200	.....	1 to 1 1-4
Kinzie.....	2057	.....	1 to 1 1-4
Franklin— <i>e</i>	1835	.....	1 to 1 2-3
Washington— <i>b</i>	2304	.....	1 to 1 1-4
Moseley— <i>d</i>	1664	.....	1 to 1 2-5
Brown— <i>c</i>	1575	.....	1 to 1 14-15
Foster	5969	.....	1 to 12-13
Ogden— <i>e</i>	2234	.....	1 to 1 1-20
Newberry.....	3063	.....	1 to 29-30
Wells— <i>b</i>	2230	.....	1 to 1 1-8
Skinner.....	1859	.....	1 to 1 11-18
Haven— <i>d</i>	2248	.....	1 to 1 1-2
Cottage Grove.....	908	.....	1 to 1 1-4
Holden	909	.....	1 to 1 2-3
Holstein.....	58	.....	1 to 2 5-6
Walsh Street.....	1284	.....	1 to 1 7-12
Dore	2113	.....	1 to 1 1-12
Pearson Street Primary— <i>f</i>	543	.....	.....
Elizabeth Street Primary— <i>f</i>	570	.....	.....
Rolling Mill Primary— <i>f</i>	226	.....	.....
DeKoven Street Primary— <i>f</i>	475	.....	.....
Total.....	41459	.....	.....
Deduct for twice counted.....	1772	.....	.....
Total after deducting those twice counted.....	39687	.....	1 to 1 1-4

a Including Chicago University

b To be relieved by Carpenter School building.

c To be relieved by Hayes School building.

d To be relieved by Wentworth Avenue Primary building.

e To be relieved by Elm Street Primary building.

f Primary districts included in Grammar districts.

* Portion found in other districts.

† Including Business Colleges.

‡ A large number from other parts of the city.

§ With branches.

¶ When new building is completed.

** Upon basis of Census of 1866.

Since the preparation of the above Report, a census of the city has been taken by the Board of Health. Assuming the same ratio of children of school age to the whole population, as obtained under the census of 1866, we have now over 64,000 children of school age, so that the estimate I made was within the truth.

I need not here repeat what has been given in previous Reports touching the large number of children to whom school privileges are denied, but will content myself with saying, that of the 64,000 children due at school, but 29,954 have found a place within public school buildings even for a day, while the average number in daily attendance has been but 18,322. Adding to this number the total number found in private schools, and we have had enrolled in all schools 47,667, with an average daily attendance of less than 30,000 (giving to private schools a better average than public schools reach.) More than half the children of the city out of school each day of the year, and more than 12,000 that have not entered a school-room during the year!

AVERAGE NUMBER BELONGING.

This number is	.	.	.	.	18,322
For previous year it was	.	.	.	.	16,042
					<hr/>
Increase for year,	.	.	.	.	2,280

The Per Cent. of Average Number Belonging upon Whole Number Enrolled is 61.2.

In 1860	it was	.	.	.	.	46	per cent.
In 1861	it was	.	.	.	.	50	per cent.
In 1862	it was	.	.	.	.	51	per cent.
In 1863	it was	.	.	.	.	50	per cent.
In 1864-5	it was	.	.	.	.	44	per cent.
In 1865-6	it was	.	.	.	.	58	per cent.
In 1866-7	it was	.	.	.	.	60.5	per cent.
In 1867-8	it was	.	.	.	.	61.2	per cent.

A gratifying increase is observable during the past four years.

The number attending less than four weeks is 2,337; less by 108 than in previous year.

The number attending the whole year without loss of membership is 6,134; an increase of 1,382 over previous year.

AVERAGE DAILY ATTENDANCE.

This has been for the year	.	.	.	17,658
For previous year it was	.	.	.	15,074
Increase,	.	.	.	<u>2,584</u>
The per cent. of punctual attendance is	.	.	.	96.4
For last year it was	.	.	.	<u>94.0</u>
Increase,	.	.	.	2.4

The following table will show the Per Cent. of Attendance upon the Average Number Belonging to the several schools for the last four years:

PER CENT. OF PUNCTUAL ATTENDANCE.

SCHOOLS.	1864-5.			1865-6.			1866-7.			1867-8.		
	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.
Dearborn	92.8	90.3	90.8	94.2	91.6	92.2	94.7	91.6	92.2	93.8	94.7	94.7
Jones.....	93.8	91.7	92.1	95.3	94.1	94.3	96.4	94.3	94.3	96.9	97.5	97.4
Scammon.....	95.5	90.5	91.8	98.3	94.5	95.6	98.2	95.8	96.5	98.7	97.5	98.4
Kinzie.....	92.6	90.5	90.9	94.3	91.6	92.0	94.7	91.8	92.2	95.4	94.4	94.5
Franklin	95.6	93.8	94.1	96.3	95.6	95.7	97.2	96.4	96.6	98.1	98.7	98.5
Washington.....	92.4	89.0	89.5	93.7	90.7	91.2	94.5	92.7	93.2	95.7	95.8	95.6
Moseley.....	94.6	92.8	93.7	95.3	92.6	93.3	95.4	93.0	93.8	96.5	95.1	96.0
Brown.....	93.8	91.3	92.1	94.4	91.6	92.5	95.4	93.2	93.9	96.6	95.9	96.3
Foster.....	92.9	89.9	90.3	94.0	92.6	92.8	95.4	94.7	94.8	97.8	97.9	97.9
Ogden.....	92.9	90.7	91.2	94.6	92.8	93.2	93.5	92.9	93.1	94.2	95.1	95.1
Newberry.....	91.0	88.3	88.7	95.5	93.7	94.0	95.2	93.7	93.9	96.4	95.9	95.9
Wells.....	94.7	90.1	90.7	94.4	91.5	91.8	96.2	93.6	93.8	97.2	96.3	96.0
Skinner.....	89.5	88.5	88.8	93.4	91.2	91.9	94.5	93.2	93.4	95.7	95.8	95.8
Haven.....	92.3	90.8	91.1	92.4	90.7	91.0	94.4	92.8	93.1	95.9	96.5	96.0
Cottage Grove..	93.1	85.4	88.3	95.3	90.6	92.5	94.4	92.4	92.7	95.6	95.2	95.5
Holden.....	91.5	85.9	86.6	91.3	88.1	88.4	93.1	89.2	89.6	94.6	94.4	94.4
Holstein.....	85.5	88.0	87.4	86.1	89.4	88.0	93.0	90.0	91.5	96.0	95.0	95.4
Walsh Street.....	.....	.....	.....	.....	.....	.....	94.5	95.3	95.2	95.8	96.2	96.1
Dore.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97.9	97.4	97.4
Carpenter.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	94.1	96.8	95.4
Pearson Street Primary.....	.....	.....	.....	.....	.....	.....	.....	97.5	97.5	.....	98.2	98.3
Elizabeth Street Primary.....	.....	.....	.....	.....	.....	.....	.....	93.7	93.7	.....	95.3	95.3
Rolling Mill Primary.....	.....	.....	.....	.....	.....	.....	.....	91.9	91.9	.....	96.5	96.5
DeKoven Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97.8	97.3
Average.....	92.8	90.3	90.8	94.5	92.4	92.8	95.3	93.6	94.0	96.4	96.3	96.4

The following Table will present in compact form the gains and losses of the past year.

In all matters that affect a school injuriously, decrease must be set upon the side of gain.

		Gain.	Loss.
Number Enrolled	Increase.	2674	
Average Number Belonging.....	Increase.	2280	
Per Cent. of Average Number Belonging) upon Whole Number Enrolled.....)	Increase.	Per cent. .7	
Average Daily Attendance.....	Increase.	2584	
Per Cent. of Punctual Attendance.....	Increase.	Per cent. 2.4	
Per Cent. of Tardiness	Decrease.	Per cent. 30	
Number present Less than Four Weeks.....	Decrease.	108	
Number Retaining Membership for the) Whole Year.....)	Increase.	1382	
Number not Absent nor Tardy.....	Increase.	Per cent. 103	
Number not Absent.....	Increase.	Per cent. 10	
Number Suspended for Absence	Decrease.	Per cent. 28	
Number Suspended for Misconduct.....	Increase.	.....	Per cent. 40

TARDINESS.

The number of Tardinesses for the year is . 44,926

For last year it was 54,610

An absolute decrease of 9,684

The number of Tardinesses to each pupil last year was 3.4

This year it is but 2.5

The following table will exhibit the number of tardinesses of pupils and teachers in the several schools during the year:

SCHOOLS.	No. of Pupils in Daily Attendance.	No. of Tardinesses.	Per cent. of Tardinesses.	No. of different Teachers employed	No. of Tardinesses of Teachers.	Per cent. of Tardinesses.	No. of Teachers not Tardy during year.
High....	408	180	.2	13	0	0	13
Dearborn.....	581	1552	.7	17	66	1.0	2
Jones.....	630	2239	.9	19	84	1.1	0
Scammon.....	879	2847	.8	22	32	.4	6
Kinzie.....	949	2585	.7	24	154	1.6	3
Franklin.....	1261	3238	.6	31	102	.8	2
Washington.....	1150	2340	.5	27	74	.7	2
Moseley.....	892	3461	1.0	18	35	.5	4
Brown.....	848	1811	.5	23	75	.8	2
Foster.....	1407	1563	.3	37	29	.2	11
Ogden.....	689	1536	.6	13	44	.5	4
Newberry.....	1324	2820	.5	37	101	.7	7
Wells.....	860	3081	.9	19	109	1.4	5
Skinner.....	1175	2788	.6	27	54	.5	10
Haven.....	966	1743	.5	22	67	.8	3
Cottage Grove.....	489	1378	.7	15	57	1.0	2
Holden.....	460	1942	1.1	17	16	.2	1
Holstein.....	52	125	.6	3	4	.3	0
Walsh Street.....	460	1407	.8	11	33	.8	2
Dore.....	695	1926	.7	23	21	.4	*
Carpenter.....	158	299	.5	17	2	.2	*
Pearson Street Primary.....	498	1891	.9	9	62	1.7	0
Elizabeth Street Primary.....	478	1187	.6	10	25	.6	3
Rolling Mill Primary.....	170	604	.9	8	4	.1	1
DeKoven Street Primary.....	209	383	.5	10	2	.1	*
Total.....	17658	44926	.6	472	1252	.7	83

* Not in session a year.

The Per Cent. of Tardiness is found by dividing the number of tardinesses by the number of school sessions, multiplied by the Average Daily Attendance of pupils. In the column of teachers who have not been tardy during the year, only such are counted as have maintained their connection with the school for the full year. To the number there given may be added four who have been in service during the year, but in connection with different schools. The whole number of teachers who have not been tardy during the year is eighty-seven.

Many have been tardy but once or twice, and the larger number of tardinesses in each school is to be counted against a minority of the teachers; in some cases one teacher is chargeable with one-fourth of all the tardinesses of the school.

While much advance has been made in correcting this evil, a glance at the above table will show that precept has done more than example.

INSTITUTE.

The loss of our Assembly Hall made the general gathering of the teachers an impossibility. During the year, however, the regular sessions have been held, the teachers gathering in sections, corresponding in number to the number of grades in our schools.

The first hour of each session has been devoted to class exercises, taking as the topic for study some part of the Oral Course, and the second hour has been devoted to illustrative exercises, and to discussion of methods of instruction and of discipline. Miss Perkins, of the Haven School, has spent her whole time in drilling teachers of the several sections in Reading. Miss Trimmingham, of the High School, has also taken up the subject of

Drawing in several of the sections. The teachers of Vocal Music have labored also in some of the sections to bring about a more uniform and a better system of teaching Music. The subject of Penmanship has received Mr. Scribner's special attention.

The following topics have been studied under the teachers named:

TEACHERS.	SUBJECTS.
Mr. Howland, . . .	{ U. S. Government, Constitution, Coat of Arms, and Flag.
Mr. Delano, . . .	The Senses.
Mr. Dewey, . . .	Historical Sketches—Greek Characters.
Mr. Welles, . . .	{ Historical Sketches—Roman Charac- ters; Laws of Motion.
Mr. Peabody, . . .	Astronomy.
Mr. Munroe, . . .	Vegetable Growth and Insects in part.
Mr. Miller, . . .	Lines, Angles and Solids.
Mr. Westcott, . . .	Divisions of Time.
Mr. Snow, . . .	Classification of Animals.
Mr. Lewis, . . .	Sound.
Mr. Belfield, . . .	Heat and Ventilation.
Mr. Vanzwoll, . . .	Matter—Classification, Properties, etc.
Mr. Baker, . . .	Geology and Minerals.
Mr. Lane, . . .	Domestic Animals.
Mr. Cutter, . . .	Trades, Tools and Materials.
Mr. Slocum, . . .	Meteorology.
Mr. White, . . .	Electricity—Magnetism.
Mr. Spofford, . . .	{ Manufactures—Woolen, Cotton, Linen and Silk.
Mr. Heywood, . . .	Physiology.
Mr. Sabin, . . .	Anatomy.
Mr. Mahoney, . . .	Wild Animals.
Mr. Merriman, . . .	Weights and Measures; Light.
Mr. G. D. Broomell,	Air and Water.
Mr. J. H. Broomell,	Metals.

TEACHERS.	SUBJECTS.
Mr. Babcock, . . .	Animals used for food ; also Vegetables.
Mr. Williams, . . .	Spices and Foreign Fruits.
Miss Van Patten, . .	Botany.
Miss Flagg, . . .	{ Human Body—Parts and Uses, etc. ; Common Objects.
Mrs. Reed, . . .	German.

Some idea of the division of the above topics will appear in the presentation of the exercises of a single Institute—the October Institute.

SECTION.	SUBJECT.	TEACHER.
1st Grade, .	Meteorology, . . .	Mr. Slocum.
2nd Grade, .	Heat, . . .	Mr. Belfield.
3rd Grade, .	U. S. Government, . .	Mr. Howland.
4th Grade, .	Classification of Matter, .	Mr. Vanzwoll.
5th Grade, .	Weights and Measures, .	Mr. Merriman.
6th Grade, .	Woolen Manufactures, .	Mr. Spofford.
7th Grade, .	Workers in Wood, . .	Mr. Cutter.
8th Grade, .	Years, Months, O. S., N. S.,	Mr. Westcott.
9th Grade, .	Trees—How distinguished,	Mr. Munroe.
10th Grade, .	Sense of Light, . . .	Mr. Delano.
German, . .	Reading, . . .	Mrs. Reed.

More than usual interest has been manifested in the Institute exercises, and the teachers in charge have spared no pains to make their instructions pleasant as well as profitable.

The attendance of teachers is given in the following table.

The first column gives the whole number of different teachers employed during the year.

The second column gives aggregate of absences.

The third column includes all tardinesses.

The fourth column gives the number of absences for which the excuse of sickness was rendered by the absentees.

The fifth column gives the number present at every Institute, for the times they were employed.

TABLE OF ATTENDANCE UPON INSTITUTE.

SCHOOLS.	Number of Teachers.	Number of Absences.	Number of Tardinesses.	Absences Excused by Sickness.	No. present at every Institute.	REMARKS.
High	13	1	1	1	12	
Dearborn	17	9	5	3	6	
Jones	19	21	3	17	2	
Scammon	22	9	2	8	12	
Kinzie	24	15	8	13	15	
Franklin	31	23	4	20	17	
Washington	27	16	3	13	15	
Moseley	18	14	3	10	7	
Brown	23	17	6	15	14	
Foster	37	41	5	41	13	
Ogden	13	14	4	11	5	
Newberry	37	43	11	40	15	
Wells	19	16	7	16	8	
Skinner	27	19	8	19	15	
Haven	22	16	4	14	10	
Cottage Grove	15	18	2	13	5	
Holden	17	6	1	3	12	
Holstein	3	0	1	0	3	
Walsh Street	11	6	5	6	5	
Pore	23	8	1	8	15	Opened in January, 1868.
Carpenter	17	4	0	4	14	Opened in May, 1868.
Pearson Street Primary...	9	11	3	10	3	
Elizabeth Street Primary..	10	11	2	10	3	
Rolling Mill Primary	8	4	0	3	4	
DeKoven Street Primary..	10	1	0	1	9	Opened in February, 1868.
Total	472	348	89	304	239	

NOTE.—The excess in number of Teachers above those actually employed for the whole year, arises from changes of Teachers, and from transfers from one school to another.

SUSPENSIONS AND RESTORATIONS.

Irregularity in attendance has been very much reduced, hence the number of suspensions for absence has largely decreased. The change in the Rule regarding suspensions for absence, which reduced possible absences from *eight*, in four consecutive weeks to *six*, would naturally increase the number of suspensions, so that the real improvement is greater than the mere figures show. It is a question with me whether, in some of our schools, the matter of attendance has not been pushed beyond what is wise, or for the good of the school in other particulars.

The crowded condition of our schools, and the necessity laid upon such as are suspended to remain out of school until there is a vacant seat, makes the pressure strong enough upon a large majority of pupils, without resort to other means. In a great many cases, the time of punctual children can be much better employed during school hours than in hunting up absentees. There are cases in which it is a great kindness to parents to send for their children if not at school, and there are cases in which parents feel annoyed at the over-anxiety of the teachers to secure the presence of their children, even while too ill to attend school. The exercise of a little more discretion seems desirable in a few instances.

When a very strong desire exists to secure the highest Per Cent. of Attendance, there is a strong temptation to construe the rule against the pupil and parent, and in favor of the teacher. This temptation might prove too strong for teachers less conscientious than ours are.

The rules adopted are wise, and a faithful observance of them in their spirit and letter, will give all desirable success.

Suspensions for misconduct have somewhat increased, owing partly to causes that will not exist another year.

TABLE OF SUSPENSIONS AND RESTORATIONS.

SCHOOLS.	SUSPENSIONS FOR ABSENCE.			SUSPENSIONS FOR MISCONDUCT.		
	Number of Suspensions.	Number of Restorations.	Per cent. of Restorations upon Suspensions.	Number of Suspensions.	Number of Restorations.	Per cent. of Restorations.
High	1	1	100	2	0	0
Dearborn	166	55	33	13	6	46
Jones	46	38	83	27	10	37
Scammon	62	42	68	10	6	60
Kinzle	286	137	48	14	7	50
Franklin	98	81	83	32	15	47
Washington	185	43	23	17	10	59
Moseley	96	49	51	22	6	27
Brown	126	33	26	2	2	100
Foster	194	114	59	48	11	23
Ogden	130	59	45	7	4	57
Newberry	422	103	25	45	10	22
Wells	115	52	45	13	5	39
Skinner	164	84	51	8	1	13
Haven	208	85	41	27	20	74
Cottage Grove	51	36	70	7	5	71
Holden	152	73	48	1	1	100
Holstein	10	8	80	2	0	0
Walsh Street	53	8	13	2	1	50
Dore	92	83	90	13	3	23
Carpenter	42	24	57	1	0	0
Pearson Street Primary	92	32	35	11	3	27
Elizabeth St. Primary	72	35	49	11	4	36
Rolling Mill Primary	44	28	64	3	1	33
DeKoven St. Primary	37	5	13	9	0	0
Total	2946	1311	44	347	131	35

Some pupils suspended are restored by the teachers, when absences have been caused by sickness, and a very few cases of restoration of those suspended for misconduct have occurred without going through this office, when the teacher has thought best to restore on trial.

RESIGNATIONS, APPOINTMENTS AND TRANSFERS OF TEACHERS.

SCHOOLS.	No. of Teachers July 3, 1867.	LOSSES.		GAINS.		No. of Teachers July 3, 1868.	CHANGES		REMARKS.
		Resignations	Transfers.	Ap'tm'ts.	Transfers.		Gains.	Losses.	
High	12	...	...	2	...	14	2	...	
Dearborn	14	1	2	1	2	14	...	...
Jones	13	2	2	5	1	15	2	...	
Scammon	11	3	1	11	1	19	8	...	
Kinzie	16	1	1	8	...	22	6	...	
Franklin	23	3	1	10	...	29	6	...	
Washington	22	4	4	5	...	19	...	3	Carpenter School opened.
Moseley	15	...	...	2	1	18	3	...	
Brown	14	3	...	4	4	19	5	...	
Foster	32	5	9	4	...	22	...	10	Dore School opened.
Ogden	12	...	1	1	...	12	...	...
Newberry	27	4	6	10	...	27	...	...
Wells	18	1	2	1	1	17	...	1	Carpenter School opened.
Skinner	26	3	1	1	1	24	...	2	Dore School opened.
Haven	19	3	2	3	1	18	...	1	
Cottage Grove	9	3	...	5	2	13	4	...	
Holden	8	...	2	9	...	15	7	...	New Building opened.
Holstein	2	0	1	...	1	2	...	...
Walsh Street	9	1	1	2	...	9	...	...
Dore .....	*	...	...	11	12	23	23	...	
Carpenter .....	*	...	...	9	8	17	17	...	
Pearson Street Primary	9	...	...	...	...	9	...	...
Elizabeth St. Primary	9	1	...	1	...	9	...	...
Rolling Mill Primary	3	1	2	5	...	5	...	2	
DeKoven St. Primary	*	...	...	5	3	8	8	...	
Total	323	39	38	115	38	399	93	17	
		77		153			76		

* Organized since July 3, 1867.

EXAMINATIONS OF FIRST AND THIRD GRADES.

HELD APRIL 9, 1868.

One week previous to the examination, the following directions were sent to those teachers whose classes were to be examined:

DIRECTIONS FOR REGULAR TEACHERS.

The following classes will be examined :

Upon First Grade Studies.

All classes now in the First Grade.

Upon Third Grade Studies.

All classes now in the Third Grade, except such as have been promoted to Third Grade since January 15, 1868.

Upon Fourth Grade Studies.

All classes now in the Third Grade that have been promoted to Third Grade since February 15, 1868.

Every pupil must be examined with the class to which he belongs, even though he may have entered it during the last week ; and every pupil now in the school who has been connected with the class until within one month of the examination, must be examined with the class.

The teachers of the above classes will write out the names of pupils to be examined, by classes, giving the age of each pupil in years and months, and the length of time the class has been in the grade. These lists should be returned to the Office of the Board, *by the Principal of each school*, as early as Saturday noon, April 4th.

All classes of the Grammar Department, not examined, will be dismissed for the forenoon.

All classes examined will be dismissed for the afternoon.

Teachers are requested to give previous instruction to their pupils, in reference to the headings of their papers on the day of examination, that they may understand how to proceed, immediately upon the distribution of the questions. Each paper will be required to be headed with *the name of the school, the name of the pupil, the grade to which he belongs, and the name of the teacher*. This previous instruction is specially necessary, as all teachers whose classes are to be examined will be assigned to duty elsewhere during the examination.

Two pupils of the same grade must not, in any case, be allowed to sit at the same desk. When it is necessary to seat two pupils at the same desk, they should in all cases be from different grades.

The classes will be examined upon the following subjects, and in the order named :

FOR FIRST GRADE.—Arithmetic, Geography, (*Recess*,) History, Music. Spelling will be determined from the first ten proper names written in the papers upon History, and Penmanship from papers upon Geography.

FOR THIRD GRADE.—Arithmetic, Geography, (*Recess*,) Miscellaneous, Spelling. Penmanship will be marked upon Spelling papers.

FOR FOURTH GRADE.—Arithmetic, Geography, (*Recess*,) Miscellaneous, Spelling. Penmanship will be marked upon Spelling papers.

In conducting the examination in Spelling, let each word be pronounced first by the special teacher, and then re-pronounced by one of the pupils in the back part of the room.

All maps must be removed from the black-boards and walls of the room.

See also special directions at the head of each set of questions, which must be strictly followed.

N. B.—After the completion of the examination, the regular teacher will report to the office of the Board, upon the accompanying blank, the names of absentees, and the reasons for such absence.

Special teachers appointed to conduct the examinations received the following additional instructions two or three days previous to the examination:

DIRECTIONS FOR SPECIAL TEACHERS.

It is essential to the success of this examination, that the constant and undivided attention of every special teacher should be given to the exercises of the forenoon. Every violation of the directions given on this and the other papers should be carefully noted and reported to the Superintendent. Whenever a pupil is seen to communicate, or make any use of another's slate or paper, the name should be taken, so that a suitable deduction may be made in estimating the examination.

The special teachers will collect the papers without any delay, at the close of the time specified for each exercise, and compare the number of papers collected with the number of pupils examined. The papers of each study should be kept separate, and those of each grade should be kept by themselves. *The papers should not be folded nor rolled.*

All papers to be taken by the special teachers, at the close of the examination, and carried to the office of the Board of Education, as early as one o'clock.

The special teachers will also return with the papers, the accompanying blank, filled with the number present at the examination.

See also special directions at the head of each set of questions, which must be strictly followed.

The questions were given to the special teachers on the morning of the Examination, in sealed packages, each subject in a package by itself, with printed instructions on each package that it should

not be opened *under any circumstances* till the hour for the examination in that particular subject should arrive.

The following are the questions submitted:

FIRST GRADE QUESTIONS.

ARITHMETIC.

Time allotted for this Exercise 9-15 to 10.

[The examples may be worked out first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. *The solutions should be copied on the paper in full*, so that the Committee may see the process as well as the answers. No books nor helps of any kind allowed on the desks, and none to be used during the Examination. All communications to be avoided. Pupils to receive no information from teachers or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. Define *Compound Interest; Equation of Payments; Endorsements; Brokerage; Par.*

2. Interest being \$75, time 1 year 6 months, and rate per cent. 10, what is the principal?

3. A. pays a broker \$75 upon a transaction involving \$10,000. What is the broker's per cent?

4. The face of a note is \$1,500, due 2 years and 6 months hence, without interest. Its present worth is \$1,200. What is the rate per cent. discount?

5. What is the value in gold of a dollar in currency, when gold is quoted at 140?

6. I sell a lot of wheat for \$250, which is 25 per cent. more than the wheat cost me, and invest the proceeds in oats, which I sell at 20 per cent. loss. Have I gained or lost by the operation, and if either, how much?

7. The taxable property of a town is \$125,000. The taxes levied are \$1,000. What is the per cent. of taxation?

8. What is the cost of a sight draft on Boston for \$1,500, exchange being $\frac{1}{4}$ per cent. premium?

9. $3\frac{1}{4} : (\quad) :: 1\frac{5}{8} : 20$. Fill the blank.

10. If 10 men reap 26.1 acres in three days, how many men will reap 208.8 acres in 6 days?

HISTORY.

Time allotted for this Exercise 10 to 10.40.

[No books, nor helps of any kind allowed on the desks, and none to be used during the Examination. All communication to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, name of school and grade to which he belongs. Each answer should be numbered to correspond with the number of the question. Pupils should attend carefully to the writing, as this will be taken into account in summing up the results. At the close of the time specified, every paper will be taken up, whether completed or not. The answers to the following questions must be written as briefly as possible, without omitting any important facts.]

1. Name the years in which the Revolution began and ended.

2. How many colonies participated in the Revolution?

3. Name three battles in which the colonies were decidedly victorious.

4. Name three States which have within their borders the most noted battle fields of the Revolution, and locate the places.

5. Name four foreigners who aided the colonies in the Revolution, and give the nationality of each.

6. Name, in their order, the Presidents who preceded the first President that died while in office.

7. Name, in their order, the Presidents that succeeded the second President who served but one term, with the length of time each served.

8. What places became noteworthy during the Great Rebellion, which bore an active part in the Revolution?

9. Who was Commodore Perry, and what do you know of Perry's victory?

10. Give a brief sketch of the surrender of Yorktown.

GEOGRAPHY.

Time allowed for this Exercise 11 to 11.40.

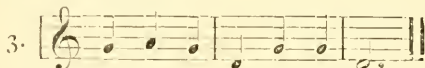
[General directions same as for History.]

1. Bound Asia.
2. Through what parts of Africa and through what large Islands does the Equator pass?
3. What are the products of the Islands lying upon the Equator?
4. What is the occupation of the inhabitants of Siberia?
5. Bound the Mediterranean Sea.
6. Through what countries would you pass in going by land from Abyssinia to Hindostan?
7. How could you pass by water from Jeddo to Alexandria?
8. How does Australia compare in size with Illinois?
9. What is the character of the Arabs?
10. Draw an outline of Africa.

MUSIC.

[General directions same as for History.]

1. Define the Departments in Music.
2. Write an exercise of five measures, in key of two sharps, and in $\frac{2}{4}$ measure.



What is the signature, the first note being Do, needed for this exercise? What is the measure?

4. Upon which parts of the $\frac{4}{4}$ measure does the accent fall? Upon which part of $\frac{3}{4}$ measure?



THIRD GRADE QUESTIONS.

General directions accompanying these Questions were essentially the same as for First Grade Questions.

ARITHMETIC.

Time allotted for this Exercise 9.15 to 10.

1. At \$.625 per bushel, how many bushels of oats can be bought for \$375?
2. From 10 take one millionth.
3. If a man spend $\$2\frac{3}{4}$ per day, what would he spend in $187\frac{1}{2}$ days?
4. In $\pounds 10\frac{3}{8}$ how many sixteenths of a \pounds ?
5. How many measures of $6\frac{4}{5}$ quarts each, are there in 75 quarts?
6. In the three spring months how many minutes?
7. How many hours must a man work at the rate of 50 cents per hour to pay for the labor of another who has worked 15 days at $\$1\frac{3}{4}$ per day?
8. If a family consume $15\frac{1}{2}$ lbs. of meat in a week, how much will they consume in a year?
9. If you are idle 5 minutes in a day, how much time will you lose in 4 years?
10. Add .75, $\frac{3}{5}$, $1\frac{3}{8}$ and 1 thousandth.

GEOGRAPHY.

Time allowed for this Exercise 10 to 10.40.

1. Define *Lake, Sea, Gulf, Straits and River.*
2. Define *Continent, Island, Cape, Isthmus and Hill.*
3. In what zones do reptiles most abound?
4. What animals are found in the Frigid Zones?
5. Name the principal branches of industry of the people of the United States.
6. Bound the United States.

7. Draw a map of Massachusetts.
8. What are the Grand Divisions of the Eastern Hemisphere?
9. What race of people principally inhabits each of the Grand Divisions of the Eastern Hemisphere?
10. What is a Limited Monarchy? Give an illustration.

MISCELLANEOUS.

Time allotted for this Exercise 11 to 11.45.

1. Write what you know about the circulation of the blood.
2. Write an analysis of the problem — If one man can build $2\frac{3}{4}$ rods of wall in one day, how many rods of wall can two men build in five days?
3. What is meant by *rhythm* in music — what by the *scale* — what by the *staff*?
4. Write the scale upon the staff when the signature is 3 sharps; and an exercise of four measures in triple measure.
5. Correct the following sentences, if they need correcting:
 Who done it;
 I seen him going home.
 Is that her?
 We must study harder or fail.
 He aint going to pass.

SPELLING.

Time allotted for this Exercise from 11.45 to 12.

INSTRUCTIONS TO SPECIAL TEACHERS.

[The words must be distinctly pronounced once by the special teacher, and repeated by some pupil in the back part of the room. Pupils may write the words first on their slates, and copy them in ink on the paper, carefully, as no opportunity will be given for re-writing. Penmanship will be marked more especially from the papers in Spelling.]

Ancestry.
 Appetite.
 Serenade.
 Fascinate.
 Maritime.

Parasol.
 Impanel.
 Sacrament.
 Guardian.
 Carpenter.

FOURTH GRADE QUESTIONS.

[Same General Directions as for First Grade Questions.]

ARITHMETIC.

Time allotted for this Exercise 9.15 to 10.

1. Multiply seven thousand and seventy, by two thousand and eight.
2. Divide 15375, by CDXLV.
3. A man bought a piece of property for \$25,000, and sold it for \$7,675 more than half its cost. Did he gain or lose, and how much?
4. If I divide a certain number by 125 I have 5 as a quotient, what will be my quotient if I divide it by 25?
5. $5168 \times 45 \div 17$.
6. If I multiply a certain number by 16, I have 400 as a product, what will be my product if I multiply it by 192?
7. What is the difference between 345×19 , and $37905 \div 109$?
8. Multiply the sum of 15006 and XVII by the difference between 97 and XCVII.
9. Write in figures Seven Thousand and Sixty, Five Hundred and Nine, Two Hundred and Fifty-four Thousand and Fifteen.
10. What number added to $150 + 375 + 168$ will give a sum of 964?

GEOGRAPHY.

Time allotted for this Exercise 10 to 10.40.

1. Locate Cuba and give its productions.
2. Bound Peru.
3. Through what countries of South America does the Equator pass?
4. Bound Russia and name its productions.
5. What countries does Great Britain comprise?

6. How would you sail from St. Petersburg to Liverpool? Trace the route.
7. In what countries are gold and diamonds found?
8. On which side of the Equator is the larger part of Africa?
9. What animals are used for carrying burdens in the north of Africa, and why?
10. Is Siberia a desirable country for residence? Give your reasons for your answer.

MISCELLANEOUS.

Time allotted for this Exercise 11 to 11.45.

1. What liquid can be changed either into a solid or a gas, and how can the change be effected?
2. Is it right to say, "Hain't you got a pencil?" "I hain't got no book." "James seen him when he done it." "Won't you learn me that sum?" If not right what should you say?
3. Write out in full the following: "Thomas Jones, M.C., sent a letter to William Smith, M.D., asking him if he would take his son to Tenn. when he went to Ala., and leave him with Col. Bond, U. S. A., till Feb., A.D., 1869."
4. Write upon the staff six measures in double measure, beginning with Do when the signature is one sharp.
5. Analyze the following: A boy bought eight apples at 4 cents apiece, and sold them for 36 cents. How much did he gain by the trade?

SPELLING.

Time allotted for this Exercise from 11.45 to 12.

[Instructions to Special Teachers same as for Third Grade.]

Filbert.	Cupboard.
Scissors.	Compass.
Portrait.	Bullion.
Fruitful.	Renounce.
Commune.	Downfall.

In leaving that portion of my Report which is more particularly statistical, I wish to commend the very general, I might say almost universal, accuracy of the work of those who have had in charge the records of the schools. Upon comparing the Annual Returns with the Abstracts made at this office from the Monthly Reports, they were found to agree in all particulars, even to fractions of a unit. This fact presents the form of our records, as well as the care of those who have kept them, in a very favorable light. At no previous time has the work of preparing the Statistical Report been made so easy. For convenience in keeping the record of promotions from grade to grade, I find the best arranged book with Mr. Broomell, of the Haven School. It may be prepared easily from any blank book.

TABLE OF AVERAGES.

RESULT OF EXAMINATION OF FIRST AND THIRD GRADES OF THE DISTRICT SCHOOLS, APRIL 9, 1868.

SCHOOLS.	Division.	Number of Scholars Examined.	Average Age of Scholars.	Grade of Questions.	Grade of Class.	Length of Time in the Grade.	General Average in each Study.							Gen. Average in each Grade of Questions.				General Average of each Grade Examined.		General Average of each School.
							Arithmetic.	History.	Geography.	Spelling.	Pennmanship.	Music.	General Appearance of Papers.	First Grade Questions.	Third Grade Questions.	Fourth Grade Questions.	First Grade Classes.	Third Grade Classes.		
Dearborn.....	First.....	19	15.5	First.	First.	7 1/2	40.4	51.0	56.6	95.3	75.3	67.3	80.0	66.5	59.8	.....	61.5	.....	62.3
".....	Second.....	40	13.5	Third.	Third.	8	41.9	.....	70.4	57.0	73.2	88.4	73.2	76.0	.....	.....	76.0	.....	67.4
Jones.....	First.....	7	14.9	First.	First.	13 1/2	49.4	67.6	72.1	87.1	87.1	88.3	80.0	76.0	67.4	.....	65.8	.....	67.4
".....	Second.....	11	14.9	Third.	Third.	7 1/2	45.3	.....	78.2	70.9	78.6	52.2	79.4	67.4	65.3	.....	73.8	.....	70.5
".....	First.....	15	13.4	First.	First.	7 1/2	40.3	62.4	66.6	91.8	80.6	79.7	80.6	73.8	62.9	.....	68.4	.....	70.5
Scammon.....	First.....	34	14.10	First.	First.	8 1/2	50.3	.....	70.1	63.9	75.5	51.1	78.2	74.7	63.9	.....	80.6	.....	67.4
".....	Second.....	33	14.1	Third.	Third.	8 1/2	48.7	.....	70.1	63.9	75.5	51.1	78.2	74.7	63.9	.....	80.6	.....	67.4
".....	Third.....	30	13.3	Fourth.	Fourth.	8 1/2	63.5	66.3	63.0	92.2	71.4	93.3	81.4	74.7	63.9	.....	80.6	.....	73.2
Kinzie.....	First.....	9	15.7	First.	First.	3	49.4	66.3	63.0	92.2	71.4	93.3	81.4	74.7	63.9	.....	80.6	.....	67.4
".....	Second.....	22	12.10	Third.	Third.	3	41.4	.....	76.5	72.3	70.9	43.1	79.1	74.7	63.9	.....	80.6	.....	67.4
Franklin.....	First.....	34	15.5	First.	First.	10	68.0	76.6	76.1	93.6	82.9	88.4	78.2	80.6	75.9	.....	80.6	.....	73.2
".....	Second.....	44	13.6	Third.	Third.	10	68.0	.....	85.3	81.6	72.9	69.5	78.2	80.6	75.9	.....	80.6	.....	73.2
".....	Third.....	35	13.3	Fourth.	Fourth.	3	33.6	.....	75.5	65.4	71.4	39.0	78.9	80.6	60.7	74.7	.....	70.2	73.2
".....	Fourth.....	18	12.3	Fourth.	Fourth.	2	63.9	.....	75.2	91.3	73.3	63.4	78.9	80.6	60.7	74.7	.....	70.2	73.2
Washington.....	First.....	23	15.9	First.	First.	7	59.1	71.0	60.5	91.7	85.7	84.3	84.3	76.7	.....	.....	76.7	.....	70.4
".....	Second.....	29	13.10	Third.	Third.	10	63.6	.....	72.5	55.2	75.5	71.2	81.3	76.7	69.9	.....	76.7	.....	70.4
".....	Third.....	20	13.3	Fourth.	Fourth.	7	51.2	.....	74.3	50.0	74.0	56.2	79.5	80.6	64.2	.....	76.7	.....	70.4
".....	Fourth.....	29	12.11	Fourth.	Fourth.	1 1/2	57.4	.....	61.3	83.1	73.4	68.8	79.7	80.6	64.2	.....	76.7	.....	70.4
".....	Fourth.....	7	12.8	Fourth.	Fourth.	1 1/2	39.8	.....	66.0	87.1	71.4	48.6	80.0	80.6	65.5	.....	76.7	.....	70.4
Moseley.....	First.....	18	15.10	First.	First.	9	57.1	74.2	80.3	93.9	80.6	77.9	86.1	78.6	.....	65.5	78.6	.....	68.9
".....	Second.....	59	13.0	Third.	Third.	5	54.2	.....	73.5	66.6	72.0	46.0	79.5	80.6	65.3	.....	78.6	.....	68.9
".....	Third.....	18	11.10	Fourth.	Fourth.	4	47.7	.....	62.8	90.0	72.2	62.4	80.0	80.6	69.2	.....	78.6	.....	68.9
Brown.....	First.....	38	15.7	First.	First.	9	55.6	85.6	78.9	97.1	78.2	88.4	80.8	80.6	72.8	.....	80.6	.....	70.5
".....	Second.....	39	14.4	Third.	Third.	11	61.7	81.1	81.1	97.9	75.4	69.3	81.0	80.6	72.8	.....	80.6	.....	70.5
".....	Third.....	60	14.2	Third.	Third.	8	45.8	73.9	73.9	61.0	72.8	48.7	77.8	80.6	63.3	.....	80.6	.....	70.5
".....	Fourth.....	31	13.9	Fourth.	Fourth.	5	29.0	81.7	81.7	68.1	72.6	43.3	77.4	80.6	62.0	79.6	80.6	.....	70.5
".....	Fifth.....	16	13.3	Fourth.	Fourth.	4	71.3	70.9	70.9	92.5	73.1	89.6	80.0	80.6	62.0	79.6	80.6	.....	70.5

TABLE OF AVERAGES—CONTINUED.

SCHOOLS.	Division.	Number of Scholars Examined.	Average Age of Scholars.	Grade of Questions.	Grade of Class.	Length of Time in the Grade.	General Average in each Study.							Gen. Average in each Grade of Questions.			General Average of each Grade Examined.		General Average of each School.
							Arithmetic.	History.	Geography.	Spelling.	Pennmanship.	Music.	General Appearance of Pupils.	First Grade Questions.	Third Grade Questions.	Fourth Grade Questions.	First Grade Classes.	Third Grade Classes.	
Foster.....	First.....	35	15.0	First.	First.	7	42.9	59.2	65.4	93.4	78.0	84.5	84.9	72.8	.....	.....	72.8	.....	66.2
".....	Third.....	44	13.7	Third.	Third.	7	71.0	.....	84.2	80.2	76.6	58.1	81.4	.....	75.3	.....	.....	.....	63.9
".....	Fourth.....	20	12.11	Third.	Third.	8	36.9	.....	65.3	66.0	74.0	30.8	79.6	.....	59.3	.....	79.6	.....	.....
".....	Fifth.....	23	13.1	Third.	Third.	8	18.8	.....	62.9	51.7	73.0	25.0	50.4	.....	52.0	.....	.....	.....	.....
Orgden.....	First.....	23	15.4	First.	First.	4	57.9	73.1	73.4	91.3	79.8	81.2	82.6	77.0	.....	.....	77.0	.....	72.0
".....	Second.....	49	13.3	Third.	Third.	7	55.1	.....	83.8	69.4	72.9	55.2	78.6	.....	69.2	.....	76.4	.....	.....
Newberry.....	First.....	14	15.0	First.	First.	7	63.8	73.1	72.2	81.4	78.6	82.8	80.7	.....	.....	.....	76.4	.....	70.6
".....	Second.....	16	13.0	Third.	Third.	7	74.0	.....	79.4	71.9	55.9	69.4	80.0	.....	71.8	.....	.....	.....	.....
".....	Third.....	23	12.11	Third.	Third.	8	44.9	.....	52.7	77.4	72.6	34.5	82.6	.....	65.8	.....	79.4	.....	65.8
Wells.....	First.....	8	15.9	First.	First.	3	64.1	73.2	73.2	92.5	81.3	88.9	82.5	.....	79.4	.....	.....	.....	70.6
".....	Second.....	55	12.11	Third.	Third.	5	45.3	.....	60.6	66.0	71.8	52.4	75.0	.....	62.4	.....	76.9	.....	65.8
Skinner.....	First.....	46	15.8	First.	First.	7	61.3	82.1	71.2	92.0	80.6	71.4	79.8	.....	76.9	.....	.....	.....	.....
".....	Third.....	24	13.10	Third.	Third.	11	60.9	.....	78.7	73.3	47.5	73.3	79.1	.....	68.9	.....	76.9	.....	70.5
".....	Fourth.....	36	13.7	Third.	Third.	6	67.5	.....	78.2	73.1	74.7	52.1	79.4	.....	70.4	.....	.....	.....	.....
".....	Fifth.....	48	13.3	Third.	Third.	4	35.9	.....	74.4	69.4	72.3	53.3	80.5	.....	64.2	.....	74.9	.....	67.8
Haven.....	First.....	20	15.4	First.	First.	8	50.7	78.6	66.3	91.0	77.5	79.6	80.5	.....	74.9	.....	.....	.....	.....
".....	Second.....	50	13.8	Third.	Third.	7	48.4	.....	76.3	63.0	71.2	46.7	77.8	.....	63.9	.....	.....	.....	69.7
".....	Third.....	32	12.7	Fourth.	Fourth.	1	71.8	.....	70.8	92.5	72.8	66.8	75.6	.....	75.1	.....	.....	.....	.....
Cottage Grove	First.....	12	16.0	First.	First.	5	33.4	68.8	71.4	89.2	75.0	80.5	83.3	71.7	.....	.....	71.7	.....	65.5
".....	Second.....	53	13.1	Third.	Third.	7	45.9	.....	68.8	67.3	71.9	50.6	79.1	.....	63.9	.....	78.1	.....	.....
Holsten.....	First.....	3	15.0	First.	First.	10	52.3	75.6	78.3	89.0	83.8	93.6	83.8	78.1	.....	.....	.....	.....	69.9
".....	Second.....	13	13.2	Third.	Third.	9	65.5	.....	76.1	59.2	73.8	48.8	79.2	.....	67.1	.....	.....	.....	.....
".....	Third.....	13	13.9	Fourth.	Fourth.	4	51.8	.....	73.2	85.4	74.6	54.9	78.5	.....	.....	70.6	.....	.....	.....
Holstein.....	First.....	3	15.10	First.	First.	7	46.7	69.0	72.7	96.7	76.7	56.0	83.3	71.6	.....	.....	71.6	.....	66.0
".....	Second.....	5	12.1	Third.	Third.	6	34.8	.....	80.6	64.0	70.0	43.4	80.0	.....	62.1	.....	.....	.....	.....
Walsh Street..	First.....	2	14.4	First.	First.	6	38.5	41.0	38.5	85.0	87.5	57.5	90.0	62.6	.....	.....	62.6	.....	58.1
".....	Second.....	6	13.3	Third.	Third.	5	36.3	.....	67.3	55.8	26.7	70.0	83.3	.....	56.4	.....	.....	.....	.....
Dore.....	First.....	32	13.9	Third.	Third.	10	56.1	.....	82.2	74.4	55.6	55.6	80.0	.....	71.7	.....	.....	.....	69.1
".....	Second.....	27	13.6	Third.	Third.	5	51.7	.....	74.5	69.3	73.0	48.2	79.6	.....	66.0	.....	.....	.....	.....
Rolling Mill ..	First.....	7	13.0	Third.	Third.	8	60.3	.....	73.4	60.0	72.9	51.4	81.4	.....	66.6	.....	.....	.....	66.6

HIGH SCHOOL BUILDING.

The absolute necessity for larger accommodations grows upon us year by year. According to the Report of the Principal of the High School, there were left in this school, after the graduation of the senior class, 315 pupils. To this number must be added those just admitted, 242, making the number that should be provided for 557. Of this number a few will not present themselves, while others will yet be admitted to the Normal Department. Granting a reduction of 35, how can 522 pupils be accommodated in a building that can seat but 460? With the increase of our Grammar Schools, the deficiency in accommodations must be more pressing. Such over-crowding of our High School must result in turning away into other schools many young men and women who would otherwise complete their course with us. Such losses must diminish popular favor.

The necessity for rebuilding is enforced by the location of the building. Pupils from the North and South Divisions of the city must take two lines of cars, and those from the North Division must cross two bridges. Were the school located in the South Division, near the termini of the several street railways, all divisions of the city would be

about equally accommodated, both in matters of distance and expense.

As we have no Hall large enough in which to gather all our teachers, we lose the great benefits flowing from a general Institute; and thus all our schools suffer to a greater or less extent. Even for the meeting of the Institute in sections, the present rooms are insufficient. Before another year shall have passed, our corps of teachers will fill every room in the present building, even if they could be equally divided into sections. As each of our sections contains only teachers of the same grade, it is impossible to make exactly equal divisions, and larger rooms are needed already for some sections.

The importance of another more commodious building, and one more conveniently located can not be over-estimated. The present building will not be left useless; it is now needed for Grammar School purposes, and could be turned to good account in the Scammon District, where more than 400 children are crowded into uncomfortable rented buildings.

As much stress is laid upon the location of the building, a few figures are brought forward to substantiate the claim set forth.

In the Grammar Department of the North } Division there were, in the month of June, }	840 Pupils.
In the Grammar Department of the South } Division there were, in the month of June, }	1,103 Pupils.
In the Grammar Department of the West } Division there were, in the month of June, }	1,983 Pupils.
The North Division sent for Examination .	70 Pupils.
The South Division sent for Examination .	71 Pupils.
The West Division sent for Examination .	147 Pupils.

If we reject the candidates for the Normal Department (since their attendance is somewhat special, and by reason of shorter course and promised employment at its termination, should not enter into this calculation), we shall have

For North Division, 49 or $5\frac{5}{6}$ per cent. of whole number of Grammar Scholars.	
For South Division,	47 or $4\frac{1}{4}$ per cent.
For West Division,	117 or 6 per cent.

The discrepancy will be seen to be still greater if we take the graduating class at the last Anniversary.

The class consisted of	57
Of this number the North Division furnished, .	14
“ “ the South Division furnished, . . .	10
“ “ the West Division furnished, .	33

It must be remembered in this connection that the relative population of the several Divisions was not the same as now, when this class entered the school.

HIGH SCHOOL COURSE OF STUDY.

The number of male pupils who complete the Classical Course with the expectation of entering College, is comparatively small. The large majority of those who enter the school take the studies of the General Department, thinking not of professional life, but of business of some kind, the avenues to which are so many and so inviting.

Our Course of Study, as at present arranged, affords to these latter the rudiments of a scientific education, but leaves them with the necessity laid upon them of seeking some other school in which to perfect their knowledge. The result is an early removal from the High School of many who would prefer to remain if they could there complete their studies. The High School owes it to itself, as an act of self-protection, that it furnish the needed instruction to such as desire to make of themselves accountants, architects, draughtsmen, civil engineers, navigators, chemists, etc. To this end our present Course is well adapted, but it needs the addition of the studies of another year. These additional studies should be: Analytical Geometry, Civil Engineering, Mechanics, Industrial Physics and Chemistry.

Such a change would popularize the High School, but this is not urged as an argument in its

favor, since the most potent argument is found in the duty of the city towards the young men who are to become the merchants, the architects, the chemists, the civil engineers, the intelligent artisans upon whom she must depend for her material prosperity.

The Preparatory Classical Course is well arranged, and serves its purpose admirably, if we may judge from the excellent examinations passed by our graduates upon application for admission to College. Our High School stands well in the estimation of all the Colleges with which our graduates connect themselves. Why should we require pupils to go to Harvard, or Yale, or Beloit, or to any other College, East or West, when we might give them as good Classical training as is given in English studies? Our English studies already embrace a large part of a college curriculum. The subject of a City College or a Free Academy was discussed somewhat in the last Report. I wish to keep the matter before the minds of our people, as one worthy of earnest consideration.

The question very naturally arises, what provision can we make for such an extension of our Course of Study with our limited accommodations?

AN EXTENSION OF OUR GRAMMAR SCHOOL
COURSE.

I would recommend such changes as will take from our High School Course certain common branches now pursued only in the High School, and will place them in the Grammar School Course, or, if thought better, in Intermediate schools, after the Cincinnati plan, though of higher grade. I refer to Algebra, Physical Geography, Physiology, and Drawing. These studies are certainly as important as Arithmetic, Descriptive Geography, and Grammar. They are fully as essential to the welfare of the child. Many parents are unable or unwilling to send their children to the High School, who would gladly avail themselves of the knowledge of these branches, if it could be attained in the Grammar Schools. If Intermediate Schools are preferred, let us have one for each Division of the city, to which scholars shall be promoted from the Grammar Schools, and from which they shall enter the High School. If Intermediate Schools should be organized, certain parts of the present Grammar School Course should be transferred thither.

NORMAL SCHOOL.

The influence of this school is increasing in value and importance. The success of the School of Practice is established beyond a question. Our schools owe more to this agency than to any other—I am tempted to say than to all others. The labor imposed upon the two teachers of the Normal School and School of Practice is more than is just. An assistant teacher should be provided Mr. Delano, that he may find a little more time to give to the School of Practice; and that Miss Flagg may be relieved from the necessity of hearing recitations in the Normal School, in addition to her duties in the School of Practice, of themselves arduous enough. I feel that I should urge the appointment of an additional teacher, because our necessities enjoin upon us the enlargement of the school in numbers. The classes might well be larger. Our needs require such an enlargement. I would be glad to see the time when no teacher, unless of some experience elsewhere, shall be able to find a place until graduated from the School of Practice at least. I should consider it a wise measure if the Board of Education would require all applicants for situations, who have had no experience in teaching, to enter the Normal School immediately after a successful examination, and remain there until they

have successfully stood the test of the School of Practice. This test will determine their fitness to teach, better than any other, and give such aid, in their inexperience, as they can get in no other way. Let this policy be adopted, and I am confident that those who apply for examination will be of a better class. Such as are conscious of their inability to stand the required test, will not apply for examination, and teachers of successful experience elsewhere would come, feeling assured of most worthy competition.

This measure would involve the necessity of an irregular class, and would require the services, in part, of the additional teacher asked for above.

EVENING SCHOOLS.

To no department of our work has more attention been paid by the Committee than to this of Evening Schools. The late Hon. M. W. Leavitt gave these schools his undivided attention as long as his health would permit, and other members of the Committee have spent much time in looking after their interests. The character of the Evening Schools has steadily improved. Very few of those in attendance have failed to profit largely by the instruction given. Many have made remarkable progress.

The purpose of the Committee to establish an Evening High School can not be too warmly commended. There are many intelligent young mechanics who would gladly pursue their studies farther than through the elements of a Common School education. Their circumstances forbid the time or expense of such a course as our Seminaries and Colleges offer them. In improved machinery, and in the more productive labor of those educated at her expense, the city will realize a profit from her expenditures.

SUB-MASTERS.

In my last Annual Report, I urged upon the Board the appointment of Sub-Masters in our larger Grammar Schools. The matter was referred to a special committee, who, at the meeting of March 17th, 1868, made the following report:

Your Committee on the Appointment of Teachers, to whom was referred those portions of the President's and of the Superintendent's annual reports recommending the employment of Sub-Masters or Vice-Principals, has had the same under consideration, and begs leave to report favorably.

The following considerations have had weight

with the Committee, and they are herewith presented for the criticism of the Board of Education:

First.—A very large portion of the time of the Principals must of necessity be devoted to the supervision of the various schools under their care. With a very few exceptions, each of our District Schools now numbers nearly or quite 1,000 pupils, several have from 1,300 to 1,600 pupils each. To conduct the requisite examinations for promotion from grade to grade, to keep a watchful oversight of the discipline and instruction of each teacher, and to give the requisite time to parents and visitors, leave the Principal but little time for the work of teaching. As a result of this, all the teaching is done by ladies. Excellent as this is, it can not be denied that pupils should not leave our Grammar Schools without feeling the influence of a thorough male teacher.

Secondly.—During the occasional absence of the Principal, there is often need of a male assistant who shall take his place, and do the work that can not conveniently be done by lady assistants; and during the presence of the Principal there is need of assistance upon the play-grounds and about the school premises that should not be required of lady teachers.

Thirdly.—The rapid growth of our city requires a rapid increase of school accommodations. How

best to supply the new schools with Principals is a serious question with the Board. Had we Vice-Principals in our schools, selections could easily be made, and those who would then take charge of new schools would enter upon their work with a pretty thorough acquaintance with the requirements of our school system. The Vice-Principalship would serve as a training school for the Principalship, and through this course of training new applicants would naturally expect to pass.

Fourthly.—The probable extension of our Grammar School Course, at no distant day, is another argument in favor of the measure.

We would therefore recommend the employment of Vice-Principals in all our schools having more than 800 pupils; and would recommend, further, a gradation of salary, in accordance with the plan adopted in the matter of salaries of Principals—say \$1,400 for the first year, with an increase of \$100 per year until the sum of \$1,600 per year is reached.

We would further recommend that the Head Assistant be denominated hereafter First Assistant, with a salary of \$100 per year higher than that of any other assistant.

Respectfully submitted.

GEO. C. CLARKE,	} <i>Committee on</i>
S. A. BRIGGS,	
J. H. FOSTER,	
	<i>Appointment of</i>
	<i>Teachers.</i>

No action has thus far been taken by the Board upon the matter, mainly, as I suppose, for reasons growing out of financial considerations.

As is shown elsewhere, we are in great need of school houses to accommodate the thousands who can not find seats in school-rooms already erected. The argument that, until our wants in this direction are supplied, we should not increase expenditures beyond absolute necessities in other directions, is plausible. Our first duty is to supply the uneducated children, now excluded from school by reason of insufficient school accommodations, with educational facilities. Every child of school age in the city should have a seat in some comfortable school-room. It is a great wrong that any are excluded. The rapid growth of the city requires large expenditures that we may keep pace with the demands. No person can feel more deeply than I do, the absolute necessity for more buildings—simple, tasteful, and convenient buildings, especially for smaller children—located at suitable distances from each other, and around our Grammar School buildings, which do not need to be very largely increased in numbers at present. It is the policy of the Board, and a wise policy, I think, to increase the number of Primary Schools like those already erected, and to build larger buildings only in those parts of the city which, by

reason of very rapid recent growth, are not properly supplied with Grammar School privileges. Reference to the recent estimates placed before the Common Council will show a call for but one large building and five smaller Primary buildings.

This necessity, universally recognized, creates, as it appears to me, the necessity for the employment of Sub-Masters. With present plans carried out, the work of our Principals would be largely increased. Added to the immediate care of their own schools, must come the supervision of one or more Primary schools each, that in the end contribute to the Grammar departments of the several schools. Some such supervision is essential to the unity and success of the system. This admitted, it will be seen that more time must be given the Principal for supervisory work, and by so much will his time for instruction be diminished. Either we must lose the influence of the male mind over the higher classes of our Grammar Schools, or additional male help must be employed.

The question of the comparative value of instruction given by male and female teachers, can not be brought up here for discussion, nor will it ever arise in my mind, for I have long since decided that no comparison can be instituted. One can teach as well as the other, and no better. Each has peculiarities of mind and of heart that

must be impressed upon the pupil, or his education is defective. Each supplements the other, and each is essential to the other. God has set the human race in families, and those families are the best educated and the best trained in which father and mother share the training and teaching. I do not depreciate the female teacher's work, when I ask that the male teacher supplement it, any more than I depreciate man's work, when I say that it is imperfect without woman's aid. My son needs the influence of the female teacher, as my daughter needs that of the male teacher.

Whenever the time comes that in other departments of human industry the woman shall receive equal compensation with the man for similar work, the question of expense can not enter into the discussion of this question. But as that good time has not yet come, we must consider the matter in the light of its bearing upon finances.

I have said that our first duty is to make full provision for the accommodation of the many who are crowded out of our schools; but do we owe nothing to those thousands that are received? Is not our duty to those in school at least equal to what we owe those without? If the good of the schools demands it, is it the part of wisdom to refuse an additional expenditure of four per cent. upon present expenditures, and which will undoubtedly

lead to the adoption of a policy which will prove a saving in expense, as may appear from the following comparisons?

We have in our schools, say, 20,000 pupils, an average of 1,000 to each Grammar School. The salaries of Teachers, at the maximum rates, would be \$12,800 for each of the twenty Grammar Schools, or \$256,000 in all. As the employment of Sub-Masters would diminish the number of female Teachers by one in each school, with the employment of twenty Sub-Masters, at an average salary of \$1,500 each, we should add \$30,000, less salaries of twenty female Teachers, at \$700 each, an increase of \$16,000 in all, making expenditures for twenty Grammar Schools, \$272,000. Increase the schools so that the whole number taught shall be 40,000, as it ought to be, and we shall have an expenditure of \$544,000. But the employment of Sub-Masters will facilitate the multiplication of Primary Schools, and our schools may be organized upon the basis of one or two Primary Schools to each Grammar School. A careful survey of the whole field convinces me that twenty-two Grammar Schools will suffice for 40,000 pupils. This will require thirty-six Primary Schools, with a capacity of 500 pupils each. The expenses for salaries, at the maximum

rates now paid, and with Sub-Masters' salaries, as above, will be as follows:

Twenty-two Grammar Schools, \$12,800 each, . . .	\$281,600
Extra for twenty-two Sub-Masters,	17,600
Thirty-six Primary Schools,	237,600
	<hr/>
In all,	\$536,800

or, \$7,200 less than expenses for forty Grammar Schools with Sub-Masters. This still leaves an excess of \$24,800 over expenditures, as at present conducted. But here another item must be brought into the account. Eighteen Grammar School buildings, upon present estimates, will cost at least \$950,000. Thirty-six Primary School buildings will not exceed in cost \$550,000. Seven per cent. annual interest upon the difference in cost, is \$28,000. Putting these items together, after this form, we have:

1. Forty Grammar Schools, without Sub-Masters, . . .	\$512,000
Interest upon difference in cost between eighteen Grammar School buildings, and thirty-six Primary School buildings,	28,000
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In all	\$540,000
2. Twenty-two Grammar Schools, with Sub-Masters,	\$299,200
Thirty-six Primary Schools,	237,600
	<hr/>
In all	\$536,800

I wish to be understood as placing no special reliance upon this statement, in itself considered, for I do not favor decrease of expenditures if thereby is to come decrease of efficiency. It is not what schools cost, but what they are worth to the people, that should form our basis of action. And I dismiss the subject with referring to the report above given, as embodying the strongest reasons for adopting the policy recommended, and with this answer to a very natural question: "Can we not save, as above indicated, and in addition thereto save the extra expense of \$17,600 for twenty-two Sub-Masters?" by saying that I do not believe we can extend our Primary District System, as calculated above, without injury, unless male help be given our Principals.

TEACHERS' SALARIES.

The average salaries paid Teachers in this city, are, perhaps, equal to those paid in many other cities, and lady teachers are attracted hither somewhat by salaries paid. Still, if we take into account, the expense incurred in preparation for the work, the social standing that our teachers are expected to maintain, and the comparatively brief period in which a really earnest teacher can expect

to labor successfully without injury to health, and the helps to labor which must be purchased and used by every one who would keep up with the times, and become, as all teachers should become, leaders in the literary world, it is evident that all our teachers are not paid as much as they should receive. I would, however, call attention to the fact that our First Assistants, whose labors are equal to those of the Head Assistants, but whose responsibilities are not quite as great, receive less by \$300 per year than the Head Assistants. This inequality should not exist, and I trust effort will be made to establish other grades upon some equitable conditions, so that the steps from \$450 to \$1,000 may be more uniform than at present. It is also a pertinent question whether or not our schools should not be able to call away active, intelligent men from the various kinds of Insurance Agencies, rather than to throw temptation in the way of those we now have, to accept offers of higher salaries in less important business. We may find it necessary, as an act of self-protection, to increase the salaries of our teachers, for, since the close of the year, two have left us for fields of labor, where their services are better paid than here.

MUSIC.

During the year past, the Music Teachers have been at work under a thoroughly graded system, prepared by themselves. Mr. Blackman has had charge of the High School and of the Primary Grades. Mr. Whittemore has had charge of the Grammar Grades. They have both labored indefatigably, and may well be proud of the results attained. In all their work they have been warmly seconded by the teachers of the several grades. Even the youngest children have learned to read music of the simplest character, and it is surprising that so very few are unable to sing. The refining influences of music can not be overestimated. Beyond the direct advantages of a knowledge of music, many indirect advantages of great value accompany it. Habits of accuracy, of quick perception, and of close attention, are cultivated and strengthened by its practice. Music taught as it should be, and as it has been with us, strengthens self-reliance and independence of action.

PHYSICAL CULTURE.

Much has been done by all our teachers in the way of systematic Physical Culture, and yet we need more uniformity in this direction. This

can best be attained through the Normal School. I should think it money well expended if thorough instruction could be given, in some well balanced system, to all the classes of the High School. The practice is much needed there, and through this all our schools may be served.

VOCAL CULTURE.

In previous Reports I have dwelt somewhat at length upon Reading, its great importance and value in our Course of Study. During the year I have endeavored to call the attention of teachers to this most important study. At each session of the Institute particular attention has been given to this subject, through the valuable instruction of one of our corps of teachers — Miss L. C. Perkins, of the Haven School. If such instruction as she has given at the Institute could be carried still farther, so as to employ the full time of the teacher, the benefits would be incalculable. The importance of such an appointment must commend itself to all intelligent men. In the art of music, we have special instructions. Shall the more important art of Reading be less cared for?

DRAWING.

As in Reading, so in Drawing, I have endeavored, through the Institute, to make available the valuable services of a teacher specially fitted for that work. Miss A. E. Trimmingham, Teacher of Drawing in the High School, has given teachers instruction, so far as the limited time would allow. The little that was accomplished made the importance of a Teacher of Drawing for our Grammar and Primary Schools evident.

Mr. Scribner has given some attention to the art of Penmanship, and shall its sister art of Drawing be entirely neglected?

EXHIBITIONS.

Nearly all the schools closed with exhibitions more or less extensive. The exercises were varied and pleasant, but, as I conceive, far from profitable on the whole. The displays that accompany these exhibitions are without doubt pleasing to fond parents, and gratifying to youthful vanity, but the time taken for preparation is so much time taken from the more profitable work of the schools. In them parents see not the real work of the school room, have not the opportunity of judging of progress made by pupils. A few precocious ones

are put forward on such occasions, often to their own injury.

Great sacrifices are made by parents that their children may not suffer in comparison with others in matters of dress. Teachers find preparation for exhibitions at the close of the year's unremitting toil, a severe tax upon their wasted energies. The last weeks of the year are almost universally weeks of examination for promotion from grade to grade. Exhibitions at this time distract the minds of pupils and increase the labor of teachers. Extra burdens come at the very time when burdens should be lightened. Persons who see the schools only at these times, and in their gala dress, over-estimate them, which is as undesirable as an under-estimate of their value and importance.

These objections do not lie against exhibitions as they might be, but against them as they are. Such closing exercises as exhibit the results of the year's work upon classes, and not the results of special training upon individuals, are desirable, and several of our schools have, in years past, had such exercises. Recitations in Arithmetic, Geography, History — exercises in Reading and Music — and Physical exercises, in which whole classes have participated, have furnished varied and agreeable entertainment. A few declamations, or dialogues and essays have added attractiveness.

Let it be understood, at the commencement of the year, that the Principal of the school will, at its close, present a programme of exercises for which no special preparation will be allowed, to be conducted by each teacher in her own room, upon topics embraced within the year's work. Let it be further understood that of the four or five exercises selected by the Principal, at least one shall be that in which the teacher has shown the greatest tact, and in which the class has made the greatest proficiency. These exercises may be so timed as to afford opportunity for parents to witness the efforts of their several children, and that strangers may witness the special excellencies of the several teachers. The result must be salutary.

There is a suggestion with reference to High School Exhibitions, that I deem valuable. The Senior Class has regular exercises in Declamation and Composition writing. If it be determined, at the beginning of the year, that the Principal will select from the several essays presented during the year the best, to be read or spoken at the Anniversary Exercises, will it not stimulate to greater effort in the preparation of the essays, and save the extra labor now required of those who take part in the public exercises?

INCENTIVES TO STUDY.

In these money-making days, the question in every department of human activity is — “What shall we make by it?” And the question refers too exclusively to external acquisitions, rather than to growth and improvement. How much more shall we *have* rather than how much better shall we *be*, seems uppermost in the mind. These external incentives are not to be entirely discarded, but they should be made to take a subordinate place. Constituted as man is, they have their value to him, and are worthy his thought. But so soon as they become his sole motive to exertion, they are unworthy the man, and degrade rather than elevate him. In this line of thought I come to the consideration of the lower incentives to study — such as marks for recitation, deportment or attendance, and all kinds of prizes or rewards, based upon these marks. Properly guarded and thoroughly subordinated to higher incentives, they can do no harm — they may be productive of great good. But how shall they be guarded? How can they be given so as not to injure the recipients, nor to discourage the unsuccessful competitors? These are difficult questions to answer. It is easier to point out the evil than to suggest the remedy. So far as attendance at school is concerned there

seems to be little chance for abuse, and yet how many tardinesses and absences are chargeable to the parents rather than to the child, who alone suffers. The good attendance of a child, who at home is neglected, or, it may be, made to offend by careless and indolent parents, is worth more, absolutely, than that of one whose parents are constantly watching the clock, and urging the child to school in season. The one is punctual because he loves his school, the other because he fears his parents. It requires no long and labored calculation to show which develops the more manhood. So in matters of deportment, he who through good home training is correct from pure force of habit, needs not and deserves not the same reward as one whose home influences are corrupting, and yet who, in spite of all, by his own unaided energy, is manly, considerate, polite, truthful and conscientious. In matters of study as well, home influences have much to do with the child's progress. Two pupils sitting side by side in the same class, may recite equally well, judged by the same standard, and yet one may have made vastly greater attainments than the other, by reason of less natural endowment, or of greater obstacles in his path of progress; one may have had time for study out of school hours, and the judicious assistance of intelligent parents, while to the other all

these may have been denied. Between these extremes there are all shades of difference in opportunities to those who make the same attainments. Is it possible for a teacher of sixty pupils or more, to become so thoroughly acquainted with the physical, mental, and moral peculiarities of each of all her pupils, and to know the home influences of each, so as to vary her standard of judgment in each individual case? The impossibility of such a course leaves us the alternative of an imperfect, and doubtless sometimes unjust system, or of no system at all. The latter is very undesirable, and the imperfect system, as all experience and observation show, is better than no system at all. So far as our schools are concerned, the general impartiality of the teachers in marking scholarship, is abundantly proved by the test of public examinations. Almost without exception, the highest average attained in general examinations are reached by pupils who stand highest upon teachers' class books. This proves the general impartiality of those who judge all by one standard, that of absolute results, but it tells us nothing of the strength gained in accomplishing these results. This necessarily imperfect system of marking makes the awards of prizes based upon such marking of doubtful propriety. Prizes are few, compared with the great number of pupils;

with us, this year, less than one to two hundred and fifty pupils, or one in four of the immediate competitors. The contest for them becomes narrowed down to a mere strife for supremacy on the part of a very few pupils — and these, generally, such as least need the stimulus. Often the prize goes to the one who has really put forth the least effort. The most serious objection to the award of prizes — that they encourage envious feelings and practices on the part of competitors — does not lie against them in this city to any very great extent, so far as I have been able to judge, nor need we fear any very serious results from the award of such as are annually given here, for the system of gradation adopted introduces a higher and better kind of prize attainable by all who will exert themselves — that of promotion from grade to grade. Herein we find a very healthful stimulus, both to pupils and teachers, and one which has greater influence, even upon the “prize scholars,” than the medals or scholarships, to which they look forward with some degree of interest. How many have passed grade, or how many have entered the High School, are questions of wider and more absorbing interest than who shall receive the medals or scholarships awarded at the close of school.

Before leaving this topic, I desire to call the attention of teachers to what I deem an unwise, if not an injurious practice. I refer to the practice of leaving the teacher's class book, always open to the inspection of pupils. In many instances it has an evil effect, and I can see no possible good to flow from it. Teachers, under such a practice, mark higher than they otherwise would, or with less range of credits than facts demand. They lay themselves open to importunities, on the part of disappointed pupils, every day and at almost every hour of the day. Entreaties with tears, or backed by frivolous excuses, will sometimes lead to changing of marks to the relative injury of those who bear the marks given, without complaint. It leads pupils to complain of the partiality of teachers, and encourages them to strive for high marks rather than for good, sound scholarship. It would not be at all strange if the temptation placed before some, of not excessive honor, should be found too much for them to resist, and, in the absence of the teacher, the rubber and pencil should do what hard study failed to do. The book in which record of daily recitations is kept, should, in all cases, be the teacher's private property, until at the end of the month the results are grouped and furnished the parents. The advantage of the stimulus of a low mark to-day upon the study of

the pupils for to-morrow's recitation, is more than counter-balanced by the temptation to neglect study for to-morrow, furnished by a high mark of to-day. In brief, it makes our marking system too much the end and aim of work. If pupils need reminding oftener than once a month of their exact standing in the class, it can be done privately, and in individual cases few in number. The more secret method is worth a trial. If it shall be found detrimental to scholarship, we can return to what seems to me, from my present knowledge, as I said at the outset, unwise, if not injurious.

OUR SCHOOL SYSTEM.

A sort of hereditary attachment to the American system of Free Education may blind us to some of its defects. It can certainly do us no harm to see through other peoples' eyes for a little time. Since the extension of the elective franchise in England, many intelligent English gentlemen and ladies have visited the public schools of this continent to ascertain whether or not our system is adaptable to their form of government. Said one to me—"We have, to some extent, given the working classes of our country the *ballot*, and the

problem now is, how best to make them *intelligent* voters."

Some of the impressions made upon the mind of a very intelligent English lady will appear in these brief extracts from a book published on her return.

"The two features of American Education, which strike an Englishman as characteristic, are the union of all classes in the same schools, and of both sexes in the same colleges; the first being nearly universal throughout the Northern States, and the second still exceptional, and, as regards public opinion, still on probation." * * * "If we can mingle all classes of children in such proportions, and under such conditions as to insure that the higher standard shall prevail over the lower, and the tone of all be raised to that of the foremost few, the measure must be altogether a good one; but if once the inferior standard of refinement is allowed to predominate, the lower dragging down the higher, rather than being raised by it, I fear that no results gained can pay for the loss accruing." * * * *

"It is a very curious thing that the greater facilities for money-earning, and the higher rates paid for labor in America, of which we hear so much, apply only to the lower and more mechanical kinds of work, while the labors of the brain

(except in commerce) are generally no better, and often much worse, paid than with us. It is indeed a standing wonder to me how the public schools and colleges secure the services of such men as they do." * * * * "A very large majority of teachers in public schools are women, and the facilities for under-paying their services are proverbial, and will, I suppose, continue till many more openings occur for female work than is the case even in America." * * * * "Every where the external accessories of cultivation seemed to lag far behind the degree of actual study and learning, and this, joined to the barbarous English which is so general, makes it difficult for a European to recognize and allow for real scholarship beneath an exterior of person, of speech and of manners, which in England hardly ever co-exist with it."

"The study of English, as a language, is a weak point in American education, partly because they do not care to speak Classical English, and partly because they have no adequate standard to refer to, since no class speaks really correctly." * * * "It certainly suggests itself to European observers, that the general deterioration of the national language may be the result of mingling all classes of children in the same schools; incorrectness of speech being caught by one from another, till there

is really no class left whose language can be a standard for that of others. I do not know how far we may assign to the same cause the general want of national polish, which places Americans, as a people, at so great a disadvantage." * * *

"They seem, for the most part, born without the love of physical exertion, which so distinguishes their English cousins." * * * *

I have given these extracts, not because I do, in all particulars, agree with her views, but because I think her impressions worthy our consideration. In other portions of her book, she speaks in commendation of what she saw, and makes use of this expression: "If we examine the results obtained in the two countries, for all classes and both sexes generally, and inquire on which side inclines the balance of average education, we must be willing, in all honesty, to yield the palm to the American system of Public Schools."

WHAT CONSTITUTES AN EDUCATION?

In these days much is written and said upon the value of a good education. The opinions that prevail, as to the nature of a good education, are as various as are the estimates put upon human life and destiny. The extremes are found

in the intensely animal man who makes his study bear upon the sources of animal gratification, and who seeks to obtain skill in securing the means of gratification—and in the intensely spiritual man, who passes the life of a hermit in bewailing the existence of a body, and in attempting to crucify all those desires and affections that connect him with the things of this world. The latter is, without doubt, the nobler of the two, but to one who recognizes man's double nature, neither can be regarded as entirely satisfactory to man or to his Maker.

In general terms, that education is the best, which best fits man to fill well, and to make the most of, all his life relations. In other words, he is best educated who makes of himself the best son, the best brother, the best husband, the best father—the most successful artisan or tradesman—the most useful member of society—the best citizen—the most enlightened patriot—the most intelligent lover of his race and of God. In pursuit of such an education the studies of our schools serve as efficient means toward an end, but they are not the end sought.

Those who make Arithmetic, Grammar, Geography and History, Natural Science, Classics, or Metaphysics, the end of their study, will never attain a good education. All these have some

intrinsic value. The necessities of trade and of commerce, make Arithmetic and Navigation valuable in themselves. Our social relations make knowledge of the rules of speech very desirable. Knowledge of Geography and History is essential to one who would become an intelligent citizen, more especially in this land where the citizen is responsible for the conduct of public affairs, and added to this, the knowledge of other times and of other lands, much of which is locked up in forms strange to us, may be made available through the study of Ancient Classics. The principles of Chemistry are of value to one whose lungs and whose stomach are vast laboratories, as well as to one who would, from the hard soil, bring forth the materials to be wrought over into bone, and muscle, and strength. So in each department the study has some value in itself considered, and the more one knows of books the better, if he stops not with the books, and makes not the acquisition of their contents the end of his study. What others have written, and said, and done, may help us toward the end of study—the ability to write, to say, and to do of one's self. Books are as needful to the mind as is food to the body, useless unless digested, and made a part of ourselves—nay, sometimes worse than useless, as undigested food is often the source of a positive injury. The

proper question for each teacher to ask is, not how much have my pupils swallowed, but how much have they digested—not how full are they, but how much strength have they gained—not how many rules have they committed, but how many principles have they mastered—not how far have they traveled, but how much have they observed by the way—not how much more do they know, but how much better have they become. The higher and better uses of all studies are their indirect uses, the benefits that flow through their proper prosecution, in greater power of attention, enlarged comprehension, quickened curiosity, greater self-control, and wider and more far-reaching influence over others. We are told that knowledge of self is the best knowledge. The best self-knowledge is consciousness of power in all departments of our being. He who has the most of this power, has the best education, no matter what his merely scholastic attainments may be.

I have thus far spoken of books as means to a good education, but there are other means to this end which no good teacher will overlook or lightly esteem. I question whether the teacher is not studied more than all the books used in our schools, and whether order, neatness, cleanliness, quiet earnestness, punctuality, truthfulness, self-

respect, self-control, obedience to rule, kindness, forbearance, courtesy, considerateness, affability, politeness, sympathy and love wrought into the life of the teacher, so as to be recognized at all times, as a part of his very being — will not do more toward improving the character and developing the power of the student, than all other agencies combined. It is not a question, but a matter of certainty that the absence of any of the qualities named above, does seriously impair the influence of the teacher, however great it may be in other respects, and the very best instruction in matters treated of in books, can not atone for the lack of a good personal influence. It is a source of gratification to me, and I take pleasure in expressing to the Board of Education, my conviction that the teachers of the city recognize the value of this personal influence, and very generally act under the pressure of such a recognition.

Upon one point I would urge special care — not that under ordinary circumstances efforts now made would not prove sufficient, but because the terrible tide, met with every where, needs to be checked, or completely stayed. I allude to the lack of respect, almost universal, on the part of youth, for the person, the authority, the superiority

of their elders. Facilities afforded the young for entering into business for themselves, are peculiar to America. The danger is that childhood and youth will be entirely obliterated with us. While it requires less time in this generation to become apparent men and women, than in any previous generation, I am not aware that any peculiar circumstances favor a more rapid mental development, or make maturity of mind any more easy of attainment than it was fifty years ago. The ability to be what so many lads and misses, if I may be pardoned for using such terms, try so hard to seem to be, is of slow growth yet, and comes with years of patient waiting and toil. Those older than our ourselves know more of life than we, and their opinions are entitled to our respect. A good, hearty, honest deference to the wisdom of our elders is what I long to see encouraged in all children. Precept and example will do much to check the evil, and to restore what was good in the training of the children of the earlier years of this century.

The English lady, heretofore quoted, says: "If an American is polite, it is generally because his nature is so essentially courteous as to be a law unto itself, and though every one will allow that this genuine product of good feeling is by far the most valuable, I am obliged to confess that this

being by no means universal, I had a great deal rather, for daily use, have the counterfeit presentment than none at all." These words are deserving of our serious thought, coming as they do from one who, in a friendly way, says: "While straight forward morality is earnestly inculcated, and good and kindly feeling assiduously cultivated, almost no stress is laid on the external laws of politeness."

Every truly candid observer must concede the truth in the assertions quoted. In this regard we are far from being "sinners above all others," but I am sure we all have a laudable ambition to lead in whatever tends to improve our educational system.

CONCLUSION.

I have endeavored briefly to sketch the progress of the year, to note marks of improvement, to make suggestions that have occurred to me as worthy our consideration, and I close this Report with the conviction strengthened by past experience, that your councils will be wise and your action judicious. In reviewing the past, I find much for which to thank you. Unmerited and unsought favors attach me to the work to which

you have called me, and demand of me, what I shall most cheerfully give, my undivided time and energies.

J. L. PICKARD,

Superintendent Public Schools.

A P P E N D I X .

UPON the following pages will be found Statistics of Schools by Divisions and by Grades.

The Boundaries of the Districts and Location of the School Buildings are prefixed to the Statistics of each school.

In the Reports of Schools by Divisions, the names of more than one teacher will be found, in some instances, prefixed to the number of scholars belonging to that division. The first named teacher is the teacher who had charge of the division at the time the report was made, the others have been connected with the division during the year, but have either resigned or been transferred to other divisions. The salary is, in all cases, the salary paid at the date of the report.

HIGH SCHOOL.

BOUNDARIES. — City Limits.

LOCATION. — Monroe Street, east of Halsted.

TEACHERS

DURING YEAR ENDING JULY 3, 1868.

GEORGE HOWLAND,

*Principal, and Teacher of Political Economy
and Languages,* } \$2,400

EDWARD C. DELANO,

Principal of Normal Department, - - 2,200

N. ELLA FLAGG,

Principal of School of Practice, - - 1,100

JAMES R. DEWEY,

Teacher of Greek and Latin, - - - 2,000

GEORGE P. WELLES,

Teacher of Latin, - - - 2,000

HENRY F. MUNROE,

Teacher of Latin, - - - 2,000

HERMAN W. SNOW,

Teacher of English Literature and History, 2,000

SELIM H. PEABODY,				
<i>Teacher of Natural Sciences,</i>	-	-	-	2,000
SAMUEL H. MILLER,				
<i>Teacher of Mathematics,</i>	-	-	-	2,000
OLIVER S. WESTCOTT,				
<i>Teacher of Mathematics,</i>	-	-	-	2,000
GERTRUDE VAN PATTEN,				
<i>Teacher of English Branches,</i>	-	-		1,000
ANNIE E. TRIMINGHAM,				
<i>Teacher of Perspective and Drawing,</i>			-	1,000
PAULINE M. REED,				
<i>Teacher of German,</i>	-	-	-	1,000
GEORGE R. D'ANDILLY,				
<i>Teacher of French (two hours per day),</i>			-	800

TEACHERS OF VOCAL MUSIC.

ORLANDO BLACKMAN,				
<i>High School, and Primary Divisions,</i>	-			2,000
EDWARD E. WHITTEMORE,				
<i>Grammar Divisions,</i>	-	-	-	2,000

DEARBORN SCHOOL.

BOUNDARIES.—All that portion of South Division, north of Jackson street.

LOCATION.—Madison, between State and Dearborn streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Leslie Lewis, <i>Principal</i>	\$2,000	1st and 2d	36	34	96.2
	Alice L. Barnard, <i>Head Assistant</i>	1,000				
2	Rebecca E. Hasseltine, Anna A. Light, Mary E. Waterman.	450	2d and 3d	39	37	93.3
	Fannie A. Griffin.....	775				
3	Alice M. Daniels, Anna A. Light.....	700	3d and 4th	50	47	93.4
4	Marian Mackway.....	700	4th and 5th	51	47	93.5
5	Mary A. Lacey.....	700	5th and 6th	56	54	95.1
6	Jane Ferrier, Fannie A. Griffin.....	675	6th and 7th	47	46	99.8
7	Hattie L. Davis.....	650	7th	57	54	94.8
	Fannie M. Nicol.....	800				
8	Harriet A. A. McDonnell, Maggie C. O'Rielly..	700	8th	60	57	95.2
9	Achsa C. Mott.....	700	8th and 9th	64	60	95.1
10	Mary R. Jenks, Alice M. Daniels.....	550	9th	73	69	94.1
11	Maggie C. O'Rielly, Carrie H. Barrows.....	700	10th	81	76	93.3
	Total.....			614	581	94.7

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	20	20	6
Second.....	2	17	16	14
Third.....	2	42	39	21
Fourth.....	2	50	46	37
Fifth.....	2	64	61	54
Sixth.....	2	58	55	17
Seventh.....	2	75	72	56
Eighth.....	2	108	103	54
Ninth.....	2	100	94	59
Tenth.....	1	80	75	88

JONES SCHOOL.

BOUNDARIES.—All that portion of the South Division lying between Jackson street on the north, and Polk street and Peck court on the south.

LOCATION.—Clark street, corner of Harrison.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Morton Culver, <i>Principal</i> , Henry H. Belfield.	\$1,900	1st	32.2	31.5	97.5
	Electa E. Dewey, <i>Head Assistant</i>	1,000				
2	Mary J. Dewey, Julia E. Paddock, Henrietta A. Bingham.....	650	2d and 3d	45.7	44.1	96.5
3	Florence S. Tullis, Lizzie C. Glidden.....	575	4th	49.1	47.4	96.5
4	Mary E. Reed.....	725	5th	54.6	52.4	96.0
5	Anna B. Clark.....	650	5th and 6th	49.6	47.8	96.4
6	Mary L. Dodge, Florence S. Tullis, Eliza L. Goss.....	700	6th and 7th	58.2	56.3	96.7
7	Isabella Morris.....	700	7th	56.7	55.4	97.7
8	Julia Banyon, Julia E. Paddock.....	700	7th and 8th	62.2	61.2	98.4
	Emily C. Marks.....	800				
9	Carrie E. Sims, Emily C. Marks.....	450	9th and 10th	30.5	30.1	98.7
10	Emma Couch.....	700	8th	64.9	64.0	98.6
11	Eliza L. Goss, Julia Banyon.....	700	9th	63.9	62.9	98.4
12	Mira I. Reed, Mary L. Dodge, Anna H. Maddy	450	10th	79.1	77.3	97.7
	Total			646.9	630.4	97.4

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First	2	7.6	7.5	7
Second	1	19.1	18.5	15
Third.....	1	53.3	51.5	33
Fourth	1	49.2	47.5	52
Fifth	2	88.5	85.1	57
Sixth	2	47.8	46.3	36
Seventh	3	90.8	88.7	71
Eighth	2	119.4	117.6	106
Ninth.....	2	81.2	80.1	36
Tenth	2	90.0	87.6	92

SCAMMON SCHOOL.

BOUNDARIES.—That portion of the West Division commencing on Kinzie street at the river, thence following Kinzie street to Green, Green street to Jackson, Jackson street to the river, and bounded on the east by the river.

LOCATION.—Madison street, east of Halsted.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	A. H. Vanzwoll, <i>Principal</i>	\$2,000	1st	40	40	99.7
	M. E. Waterman, <i>Head Assistant</i> , Ann E. Winchell.....	1,000				
2	Laura D. Barron, Sophia Burton, Harriet Barnes.....	650	2d and 3d	63	62	98.6
3	Agnes A. Gillis, Lydia K. Ransom, Sarah E. Oberlander, Sophia Burton.....	650	3d	61	60	98.9
4	Mary E. Mathews.....	550	3d and 4th	60	59	98.7
	F. E. Sutherland.....	775				
5	A. S. Jennings.....	700	4th and 5th	60	60	99.1
6	S. E. Oberlander.....	675	5th	61	59	97.8
	Allie A. Porter, Lydia K. Ransom.....	450				
7	S. L. Patch.....	700	6th	64	62	97.7
8	J. A. Walsh, C. E. Bradley.....	675	6th and 7th	59	58	98.1
	C. E. Bradley.....	800				98.1
9	H. A. S. Miller, N. Ella Flagg.....	700	7th	62	61	98.1
10	N. Ella Flagg.....	1,100	7th	75	73	98.0
11	C. M. Walker, H. A. S. Miller.....	750	8th	62	61	98.1
12	Ella M. George, Susie A. Edwards, Emma H. Smith.....	550	8th and 9th	55	55	98.6
13*	N. Ella Flagg, Emma H. Smith.....	1,200	8th and 9th	44	44	98.1
14*	Emma H. Smith, C. M. Walker.....	725	8th and 9th	45	44	97.8
15†	Elizabeth A. State.....	450	9th and 10th	27	27	98.0
16†	Susie A. Edwards.....	550	10th	30	30	98.8
17†	Sarah S. Russell.....	550	10th	25	24	98.3
	Total.....			893	879	98.4

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	20	20	24
Second.....	1	27	26	15
Third.....	2	71	70	10
Fourth.....	3	105	104	16
Fifth.....	2	95	93	43
Sixth.....	2	73	72	63
Seventh.....	3	111	109	79
Eighth.....	4	131	130	98
Ninth.....	4	108	103	79
Tenth.....	3	152	149	116

* Thirteenth and Fourteenth Divisions were opened in December.

† Fifteenth, Sixteenth, and Seventeenth Divisions were opened in March.

KINZIE SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the west by the river, on the south by the river to the lake, thence following the lake to Indiana street, Indiana street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Chicago avenue, and Chicago avenue to the river.

LOCATION.—Corner of Ohio and La Salle streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Ira S. Baker, <i>Principal</i>	\$2,000	1st, 2d and 3d	41.3	38.8	94.0
	Esther Sprague, <i>Head Assistant</i> , Lizzie Williams.....	1,000				
	Lizzie Williams, <i>Extra Teacher</i>	700				
2	Mary Luccock.....	700	3d and 4th	55.9	52.7	94.2
3	Mary Hughes, Emma Griffing.....	650	4th	56.3	54.0	96.0
4	Ellen Kennedy.....	700	5th	61.8	57.4	92.8
5	Lizzie Bailey, Charlotte Plumer.....	550	5th and 6th	62.9	59.2	94.1
6	Josephine Bolles, Lizzie Bailey, Carrie Reed.....	450	6th	63.0	59.5	94.4
	Susan Swift.....	775				
7	Sarah Clarke, Susan Swift.....	550	6th	72.3	68.8	95.1
8	Abba Gilbert.....	650	7th	74.1	69.1	93.1
9	Sophronia Stevens.....	650	8th	72.6	69.7	95.8
	Emily Bailey.....	750				
10	Carrie Reed, Mary Clark.....	650	8th and 9th	71.7	65.7	91.6
11	Lydia Phelps.....	700	10th	76.0	71.3	93.9
	Hattie Butterfield.....	750				
12	Hattie Hitchcock.....	550	8th and 9th	71.2	67.1	94.1
13	Mary Minnis, Lizzie Bailey.....	550	10th	76.4	72.6	95.0
	Sarah Smith.....	500				
14	Lizzie Page.....	550	8th and 9th	47.8	45.7	95.6
15	Mary Clark.....	550	9th and 10th	42.9	39.8	92.8
16	Emma Gray.....	650	10th	58.0	57.6	99.0
	Total.....			1004.2	949.0	94.5

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	8.6	8.5	4
Second.....	1	18.7	17.5	1
Third.....	2	24.7	23.6	12
Fourth.....	2	86.1	85.2	56
Fifth.....	2	100.0	93.7	76
Sixth.....	3	78.5	73.7	95
Seventh.....	1	128.6	121.6	214
Eighth.....	4	177.7	170.9	180
Ninth.....	4	162.0	152.6	180
Tenth.....	3	219.9	207.1	158

FRANKLIN SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the west by the river from Haines street to Chicago avenue, thence following Chicago avenue to Wells street, Wells street to Oak, Oak street to Clark, Clark street to Elm, Elm street to the lake, following the lake to Schiller street, Schiller street to Larrabee, Larrabee street to Division, Division street to Haines, and Haines street to the river.

LOCATION.—Corner of Division and Sedgwick streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Albert G. Lane, <i>Principal</i>	\$2,000	1st and 2d	41.3	40.7	98.4
	Maggie G. Dougall, <i>Head Assistant</i>	1,000				
	Virginia T. Dupuy, <i>Extra Teacher</i> , Emma J. Thompson	700				
2	Amelia G. Fiske	700	2d	47.9	46.6	97.4
3	Sarah F. Kelley	700	2d and 3d	53.3	52.9	99.4
4	Mary E. Graves, E. Dickerman	550	3rd	58.9	58.7	98.0
5	Emma J. Stowell	700	3d and 4th	55.7	55.0	98.9
6	Helen M. Lusk	700	4th	25.6	24.7	96.6
7	Averick T. Shockley	700	5th	62.7	61.5	98.1
8	Mary T. Schaefer	725	5th	62.1	61.2	98.6
9	Mary E. Packard	650	6th	67.1	66.0	98.3
10	Flora E. Green	600	6th	64.8	63.4	98.3
11	Annie McArthur, Mary Chappell	550	7th	66.7	66.4	98.0
12	Sarah E. Drake	700	7th and 8th	71.7	70.5	98.3
13	Sarah A. Bradley, L. C. Rust	725	8th	64.1	62.3	97.3
14	Julia B. Spencer, Lizzie Rust, Sarah A. Bradley	550	8th	61.8	61.5	97.8
15	Lucy S. Patrick, Sue Hillock, Flora E. Green	700	8th and 9th	78.7	57.6	98.2
16	Evelyn Lyon, L. S. Patrick	550	9th and 10th	68.5	67.1	97.9
17	Mary J. Synon	725	7th	56.2	55.7	99.1
18	Kate E. Blanchard	700	7th and 8th	63.1	62.3	98.7
19	Laura A. Merritt	725	8th	45.3	44.7	98.6
20	Hattie F. Spooner	700	9th and 10th	62.1	60.9	97.9
21	Lizzie Davis	650	8th	49.9	49.1	98.5
22	Bridget A. Enright	550	9th and 10th	62.3	61.2	98.2
	Annie H. Achert, <i>German Teacher</i>	650				
*	Lizzie C. Rust	775				
	Jennie H. Price	450				
	Total			1269.7	1251.2	98.5

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First	1	22.7	22.4	25
Second	2	48.1	47.0	34
Third	3	86.9	85.5	57
Fourth	3	105.0	103.0	101
Fifth	2	138.7	137.4	112
Sixth	2	91.4	89.9	161
Seventh	4	141.3	139.1	122
Eighth	7	258.1	257.0	198
Ninth	4	221.0	219.0	286
Tenth	3	153.4	151.0	235

* In charge of Elm Street Primary School.

WASHINGTON SCHOOL.

BOUNDARIES.—That portion of the West Division bounded as follows: beginning on Kinzie street at the river, thence following Kinzie street to Noble, Noble street to Indiana, Indiana street to Curtis, Curtis street to Erie, Erie street to Halsted, Halsted street to Chicago avenue, Chicago avenue to the river, and on the east by the river.

LOCATION.—West Indiana street, corner of Sangamon.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Benjamin R. Cutter, <i>Principal</i>	\$2,000	1st	42.3	40.4	95.4
	Caroline S. Aspinwall, <i>Head Assistant</i>	1,000				
	Allie A. Loveless, <i>Extra Teacher</i>	700				
2	Laura D. Ayres.....	700	2d and 3d	58.4	56.1	96.0
3	Belle M. Spence.....	700	3d and 4th	60.9	58.1	95.4
4	Ellen M. Adams.....	700	4th and 5th	64.2	61.5	95.8
5	Eliza A. Prentice.....	700	5th	63.6	60.5	95.1
6	Amelia R. Bliss.....	650	5th	64.1	61.3	95.5
7	Hattie A. Lamb and Lucy A. Kendall.....	650	5th and 6th	64.6	61.8	95.7
8	Sophia L. Dean.....	700	6th and 7th	63.8	61.1	95.7
9	E. Ada Bankson and Julia A. Nelson.....	650	7th	65.4	61.9	94.5
10	Sarah A. Gibbs and E. Ada Bankson.....	650	8th	56.5	54.5	96.4
11	Juliaett Wicker, Maria K. Jennings.....	650	8th	56.3	51.5	96.8
12	Laura J. Boring.....	700	8th and 9th	105.9	101.1	95.4
13	Maria K. Jennings Henrietta Nelson, Emma } Lloyd and Anna M. Rickerson..... }	725	9th	108.3	103.0	95.0
	Emma Lloyd and Carrie Moore.....	750				
14	Mary Templeton.....	450	9th and 10th	115.0	109.8	95.0
15	Mary L. Bockius.....	650	9th and 10th	121.1	117.9	97.2
16*	Adelaide Favor.....		8th and 9th	46.6	44.5	95.3
17*	Lizzie Flaven and Alice S. Bates.....		9th and 10th	44.3	41.9	94.7
	Total.....			1201.5	1149.7	95.6

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	3	26.5	25.6	12
Second.....	1	30.7	29.2	14
Third.....	2	76.9	73.7	32
Fourth.....	2	98.0	93.5	63
Fifth.....	4	163.2	156.0	77
Sixth.....	2	122.5	117.5	218
Seventh.....	2	127.9	121.8	202
Eighth.....	3	201.2	192.6	176
Ninth.....	4	195.7	187.6	107
Tenth.....	2	158.9	152.6	223

* These divisions were closed April 17th, 1868, in consequence of the opening of the Carpenter School at the commencement of the Spring Term.

MOSELEY SCHOOL.

BOUNDARIES.—That portion of the South Division situated between Eighteenth and Twenty-ninth streets, and east of Halsted street.

LOCATION.—Corner of Michigan avenue and Twenty-fourth street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Jeremiah Slocum, <i>Principal</i>	\$2,000	1st	58.5	56.9	97.3
	Henrietta G. Hubbard, <i>Head Assistant</i>	1,000				
2	Harriet A. Briggs.....	700	2d	61.6	60.3	98.0
3	Augusta B. Clarke.....	700	2d and 3d	61.9	59.2	95.7
4	Ellen R. Woodworth.....	700	3d	62.2	60.0	96.5
5	Julia E. Briggs.....	650	4th	60.3	59.4	98.4
6	Addie M. Moore.....	700	4th	62.6	59.7	95.3
7	M. Ellen Thayer.....	650	5th	62.5	59.6	94.4
8	Julia C. Goold.....	700	5th	63.0	60.7	96.4
9	Martha P. Fenimore.....	700	5th and 6th	63.8	60.6	95.0
10	Mary E. Clark.....	700	6th and 7th	64.2	62.1	96.8
11	Mary Hart.....	650	8th, 9th, 10th	58.8	54.7	95.4
12	Emily L. White.....	725	5th and 7th	60.3	58.1	96.3
13	Louise Bureky.....	550	7th, 8th, 9th	61.4	59.1	96.2
14*	L. Georgiana Loomis.....	725	7th and 8th	34.0	32.2	94.7
15*	Eva Ross.....	550	8th and 9th	32.3	31.5	94.6
16*	Georgia B. Abbott.....	550	9th and 10th	31.7	29.5	92.9
	Marion L. W. McClintock, <i>Teacher of German</i>	650				
Total.....				929.9	892.0	96.0

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	31.1	30.4	14
Second ..	2	71.7	69.8	31
Third.....	2	96.6	93.6	79
Fourth.....	2	110.9	107.0	102
Fifth.....	4	141.5	135.0	104
Sixth.....	2	103.2	98.1	181
Seventh ..	4	85.6	83.6	109
Eighth.....	4	115.3	110.3	124
Ninth.....	4	99.8	95.8	96
Tenth.....	2	73.3	68.8	153

* Divisions opened January 6th, 1868.

BROWN SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the west by the City Limits from Taylor street to Kinzie, thence following Kinzie street to Elizabeth, Elizabeth street to Randolph, Randolph street to Sheldon, Sheldon street to Madison, Madison street to Renben, Reuben street to Taylor, Taylor street to City Limits.

LOCATION.—Warren Avenue, between Page and Wood Streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	S. H. White, <i>Principal</i>	\$2,000	1st	46.0	44.7	97.2
	M. J. Creswell, <i>Head Assistant</i>	1,000	1st			
2	C. B. Skeer, M. J. Coin	700	2d	54.7	52.2	95.4
3	M. French, C. B. Skeer	700	2d and 3d	60.2	58.3	96.7
4	J. E. Paddock, J. A. Mussey, M. French....	670	3d	61.6	59.4	96.4
5	Neele Hardick, <i>Substitute</i> , H. C. Litchfield...	450	3d and 4th	61.6	59.3	96.2
6	L. Skelton, L. C. Avery	700	4th	62.9	60.6	96.3
7	M. D. Greene.....	700	4th and 5th	63.2	61.4	96.5
8	L. E. F. Kimball, L. Skelton, F. Thomas....	700	5th	63.9	61.4	96.1
9	L. B. Woodford, N. A. Helm	700	5th	62.2	59.3	94.7
10	N. A. Helm.....	700	6th and 7th	61.0	61.3	95.8
11	E. J. Dewey, L. E. Caster.....	450	7th and 8th	62.6	59.8	95.5
12	L. E. Caster.....	700	8th	63.7	60.6	95.1
13	G. Moody, M. S. Felker.....	700	8th and 9th	62.4	60.4	96.8
14	G. Moody.....	700	9th and 10th	63.6	61.4	96.6
15*	L. C. Avery.....	700	6th and 7th	8.3	7.9	95.2
16*	M. S. Felker.....	700	8th	8.1	7.9	97.5
17*	S. U. Woodford	550	9th and 10th	7.5	7.2	96.0
18*	E. H. Hersey.....	450	10th	5.6	5.2	92.9
	Total.....			882.1	848.3	96.3

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	46.2	44.7	42
Second.....	2	65.4	63.2	31
Third.....	3	136.7	131.9	74
Fourth.....	2	100.2	96.5	69
Fifth.....	3	129.7	124.4	89
Sixth.....	2	85.4	82.0	169
Seventh.....	3	83.7	79.9	89
Eighth.....	4	107.2	102.4	42
Ninth.....	3	76.0	73.4	66
Tenth.....	3	51.6	49.9	66

* New Divisions opened in Hayes School building, June, 1868.

NOTE.—The Hayes School will take a portion of the above territory. Temporarily the line has been fixed for the Hayes School as follows: From City Limits at Kinzie street, east on Kinzie street to Lincoln, south on Lincoln street to Lake, west on Lake street to Robey, south on Robey street to Taylor, west on Taylor street to City Limits, north on City Limits to Kinzie street.

FOSTER SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the south by the Chicago, Burlington and Quincy Railroad track, on the west by the City Limits from the C. B. and Q. R. R. track to Taylor street, thence following Taylor street to the river, and the river to the C. B. and Q. R. R. track.

LOCATION.—Union street, between O'Brien and Dussold streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	George W. Spofford, <i>Principal</i>	\$2,000	1st	36.9	36.4	98.6
	Lizzie A. Foltz, <i>Head Assistant</i>	1,000				
	Mattie A. Merriman, <i>Extra Teacher</i>	700				
2	Bel N. Jones.....	700	1st and 2d	43.6	42.6	97.7
3	Katie E. Snoad.....	700	2d	46.2	45.3	98.1
4	Ella Brainard, Anna M. Snoad.....	550	3d	51.4	50.3	97.9
5	Luella V. Little, Sara E. Aldrich, Ellen C. Mendson.....	650	3d	51.9	50.6	97.5
6	Annie McLaren.....	700	4th	55.5	54.1	97.5
7	Annah B. Jennings, Luella V. Little.....	700	4th	51.3	50.3	98.1
8	Sarah G. Felch, Anna M. Amesbury, Frances G. Matthews.....	450	5th	55.5	53.9	97.1
9	Frances G. Matthews, Anna M. Amesbury.....	700	5th	50.8	58.6	98.0
10	Anna A. Palmer, <i>Substitute</i> , Sara E. Aldrich, Annah B. Jennings.....	450	5th and 6th	61.8	60.2	97.4
11	Grace Sherwood, Fanny C. Bass, Ellen V. Lamb.....	450	6th	58.4	56.8	97.3
12	Ellen V. Lamb, Mary E. Jennings.....	700	6th	64.7	62.9	97.2
13	Mary E. Jennings, Emily C. Currier.....	700	7th	60.4	58.7	97.2
14	Emily C. Currier, Josephine E. Miller.....	700	7th	63.8	61.6	97.3
15	Josephine E. Miller, Jane Ferrier.....	700	7th and 8th	63.0	61.0	96.5
16	Fanny C. Bass, Rosalie A. Phillips, Jane Ferrier, Arvilla C. DeLuce.....	700	7th and 8th	70.9	69.4	97.9
17	Eva S. Weeks, <i>Substitute</i> , Arvilla C. DeLuce, Jennie Shelby.....	450	8th	73.4	71.9	98.0
	Maggie J. Ghent.....	775				
18	Jennie Shelby, Mary E. Fernald.....	700	8th	81.9	80.9	98.7
19	Mary B. O'Neill, Mary E. Fernald.....	650	9th and 10th	117.5	115.6	98.4
20	Arvilla C. DeLuce, Mary B. O'Neill, Rose A. McCarthy.....	700	9th and 10th	101.6	100.5	98.9
*	Tammie E. Flowers.....					
21*	Harriet A. McDonnell.....			26.0	25.6	98.2
22*	Addie Butterfield.....			57.1	56.2	98.5
23*	Mary C. Fitch, Jennie A. Fennimore.....			33.9	33.2	97.8
24*	Fannie C. Bass.....			25.7	25.2	98.1
25*	Mary C. Fitch.....			26.0	25.3	97.0
Total.....				1437.7	1407.1	97.9

* These divisions were closed in consequence of the opening of the Dore School and the DeKoven Street Primary School, in the month of January, 1868.

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	3	41.9	41.3	16
Second.....	2	46.6	45.6	35
Third.....	2	112.7	110.3	43
Fourth.....	2	123.4	120.3	121
Fifth.....	3	183.8	179.4	109
Sixth.....	3	101.3	98.3	111
Seventh.....	4	149.6	145.9	225
Eighth.....	4	266.6	260.4	287
Ninth.....	3	183.8	181.0	173
Tenth.....	2	228.0	224.6	176

OGDEN SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the East by the lake, from Elm street to Indiana, thence following Indiana street to Dearborn, Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Oak, Oak street to Clark, Clark street to Elm, and Elm street to the lake.

LOCATION.—Chestnut street, between Dearborn and Wolcott streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	F. S. Heywood, <i>Principal</i>	\$2,000	1st and 2d	47.7	45.3	94.9
	Rebecca E. Jones, <i>Head Assistant</i>	1,000				
2	E. Antoinette Whipple, E. A. Chapman.....	650	3d	55.1	51.8	92.2
3	Sarah J. Binney.....	700	4th	59.5	56.3	94.4
4	Jane Dougall.....	700	4th	59.4	56.6	95.3
5	Belle McLaren.....	650	5th	61.9	58.7	94.8
6	Alice J. Taylor.....	700	5th and 6th	63.9	60.8	95.2
7	Frances M. Smith.....	700	6th and 7th	64.4	61.2	94.1
8	Sarah E. Austin.....	700	7th	65.1	61.6	94.7
9	Clara A. Haley.....	700	7th and 8th	65.2	62.3	95.6
10	Anna E. Young.....	700	8th and 9th	79.7	76.5	95.9
11	Caroline Westcott.....	700	9th and 10th	102.5	97.4	95.1
	Total.....			724.3	688.5	95.1

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	13.9	13.2	17
Second.....	2	23.4	22.2	26
Third.....	1	57.5	54.0	22
Fourth.....	2	94.8	90.0	44
Fifth.....	2	110.7	105.2	28
Sixth.....	2	62.1	59.0	55
Seventh.....	3	91.8	87.0	92
Eighth.....	2	102.3	98.1	107
Ninth.....	2	91.1	86.6	67
Tenth.....	1	76.7	73.3	98

NEWBERRY SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the east by the lake from Schiller street to the City Limits, on the north by the City Limits, on the west by the river from the City Limits to Haines street, thence following Haines street to Division, Division street to Larrabee, Larrabee street to Schiller, and Schiller street to the lake.

LOCATION.—Corner of Orchard and Willow streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	A. R. Sabin, <i>Principal</i>	\$2,000	1st	33.2	32.0	96.5
	Emma Hooke, <i>Head Assistant</i>	1,000				
	Maria H. Haven, <i>Extra Teacher</i> , Clara M. Todd.....	700				
2	F. Emma Coss.....	700	2d	43.6	42.5	97.7
3	Mary V. Smith.....	650	3d	48.0	46.5	96.7
4	Elsie H. Gould.....	700	4th	47.6	45.3	95.0
5	Emilie Cooke.....	700	4th	48.6	46.3	95.3
6	Mary T. Hammond and Agnes Magee.....	700	5th	56.8	54.6	96.1
7	Laura A. King.....	650	5th	52.0	49.9	95.9
8	Hannah P. Gay.....	700	5th	54.9	52.3	95.2
9	Pattie A. Black.....	700	6th	57.4	55.0	95.7
10	Helen M. Plato, M. Louise Passmore and Mary L. Dodge.....	650	6th	58.0	55.9	96.4
11	Carrie E. Young and Mary McNeil.....	700	7th	58.3	55.6	95.3
12	Agnes Magee and Carrie E. Young.....	550	7th	59.0	56.9	96.5
13	Ida G. Lum, Agnes Magee and Mary T. Hammond.....	550	7th	61.5	59.7	97.2
14	Mary H. Smith and Ida G. Lum.....	550	8th	61.8	59.9	97.0
15	Mary E. Hill and Lizzie J. Nichols.....	550	8th	60.4	57.9	95.9
16	Ellen K. Smith, Helen M. Plato and Julia A. Leavitt.....	450	8th	60.9	53.4	95.9
17	Eliza Sanders and Emma K. H. Wright.....	650	8th	58.8	55.8	95.1
18	Clara A. Goffe.....	550	9th	67.9	65.5	97.4
19	Ella Patterson, Mary E. Spence and Sarah A. Mather.....	550	9th	69.2	66.4	95.8
20	Jennie S. Anderson, Lizzie A. Kendall.....	550	9th	64.5	61.4	95.2
21	Ann E. Chapman.....	700	10th	77.4	73.7	95.2
22	Ella Woodward and Mary H. Smith.....	450	9th	64.3	62.7	96.4
23	Emelyn A. Palmer.....	550	10th	76.0	72.7	95.8
24	Mary A. C. Smith, <i>Nickersonville Branch</i>	700	4th — 10th	40.2	38.0	94.5
	Total.....			1380.2	1324.3	95.9

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	3	15.6	15.2	15
Second.....	1	26.0	24.8	18
Third.....	1	50.4	49.1	43
Fourth.....	3	92.9	88.7	75
Fifth.....	4	164.8	163.4	112
Sixth.....	3	111.2	100.7	210
Seventh.....	4	160.4	154.2	255
Eighth.....	5	218.3	239.4	273
Ninth.....	5	271.9	266.0	313
Tenth.....	3	228.8	212.8	389

WELLS SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the east by the river from Elston street to Black Hawk street, thence following Black Hawk street to Reuben, Reuben street to North avenue, North avenue to the City Limits; on the west by the City Limits from North avenue to Kinzie street, thence following Kinzie street to Armour, Armour street to First, First street to Noble, Noble street to Augusta, Augusta street to Elston, and Elston street to the river.

LOCATION.—Corner of Reuben and Cornelia streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	J. Mahoney, <i>Principal</i>	\$2,000	1st and 2d	37.0	36.2	97.8
	C. H. Perkins, <i>Head Assistant</i>	1,000				
2	Mary A. Evans.....	700	2d and 3d	54.8	53.2	97.3
3	O. Backus.....	700	3d and 4th	58.3	56.6	96.9
4	M. A. Talcott.....	700	4th and 5th	60.5	58.8	97.1
5	G. W. Griffing, F. E. Thomas.....	650	5th	61.7	59.6	96.2
6	M. J. Kendall.....	700	6th	59.0	56.8	95.5
7	H. Waite.....	700	6th	62.0	57.8	93.5
8	M. J. Abbe.....	650	7th	59.7	57.5	96.8
9	S. R. Wilson.....	550	7th	61.8	58.5	94.9
10	C. A. Brown.....	650	8th	60.8	58.2	96.6
11	E. Thompson, A. Livingston.....	550	8th	64.5	62.1	96.6
12	K. Smith, G. W. Griffing.....	450	9th	61.1	58.9	96.5
13	A. E. Rockwell.....	650	9th	64.1	61.3	95.5
14	H. M. Waite.....	550	10th	64.8	62.5	96.5
15	J. Wainwright.....	650	10th	64.6	62.0	96.4
	E. M. von Horn, <i>German Teacher</i>	550				
	Total.....			894.7	859.5	96.0

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	8.1	No Report.	7
Second.....	2	23.1		10
Third.....	2	59.9		60
Fourth.....	2	55.5		52
Fifth.....	1	127.6		74
Sixth.....	2	92.0		116
Seventh.....	2	125.8		176
Eighth.....	2	162.6		162
Ninth.....	2	134.4		168
Tenth.....	2	103.6		226

SKINNER SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the north by Kinzie street from Green to Elizabeth, by Elizabeth street to Randolph, by Randolph street to Sheldon, by Sheldon street to Madison, by Madison street to Reuben, by Reuben street to Taylor, by Taylor street to Morgan, by Morgan street to Harrison, by Harrison street to Peoria, by Peoria street to Jackson, by Jackson street to Green, by Green street to Kinzie.

LOCATION.—Corner of Jackson and Aberdeen streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	A. N. Merriman, <i>Principal</i>	\$2,000	1st	47.5	46.0	96.8
	Helen A. Butler, <i>Head Assistant</i>	1,000				
	Mary A. Merriman, <i>Extra Teacher</i>	700				
2	Mary A. Cavender.....	700	1st and 2d	57.0	55.0	96.4
3	Carrie A. DeClercq.....	650	2d	54.7	51.9	94.7
4	Mary E. Sands.....	700	2d	47.6	45.6	95.8
5	Camilla Leach.....	700	3d	54.7	52.2	95.5
6	Mary E. Brown.....	700	3d	55.9	53.1	94.7
7	Frances L. Yates.....	700	4th	53.9	51.7	95.7
8	Lizzie M. Kennedy.....	700	4th	53.0	50.2	94.5
9	Laura R. A. Pennell, Adelaide Herrick.....	550	4th	49.6	47.6	96.1
10	Lizzie D. White.....	700	5th	52.5	50.3	95.8
11	Anna Livingston, Lucia E. F. Kimball.....	650	5th	53.1	51.6	97.2
12	Emily L. Trimmingham.....	700	6th	54.8	52.3	95.4
13	Clara L. Lane.....	700	5th	50.7	48.7	95.9
14	M. Louise Nellegar, Lucy E. Ransom.....	700	6th and 7th	56.3	53.8	95.6
15	Lizzie W. Pickering.....	700	7th	56.1	52.9	94.6
16	Charlotte A. Lamb.....	700	7th and 8th	59.6	57.9	97.1
17	Adelaide Herrick, M. A. Van Vranken.....	650	7th and 8th	59.2	57.2	96.4
18	Sarah O. Flagg.....	700	8th and 9th	57.5	55.9	97.1
19	Annie K. Moulton.....	700	8th	59.6	56.2	94.3
20	Maria F. Dye.....	650	9th and 10th	57.6	55.1	95.6
21	Almira A. Miller.....	650	9th	59.6	56.3	94.4
22	Phoebe J. Bailey.....	700	10th	56.8	53.7	94.6
	Total.....			1207.3	1155.2	95.8

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	3	46.6	45.1	30
Second.....	2	93.4	90.3	48
Third.....	2	107.1	102.6	82
Fourth.....	3	149.3	142.0	154
Fifth.....	3	168.7	162.1	150
Sixth.....	2	120.3	115.3	117
Seventh.....	4	132.2	125.9	123
Eighth.....	4	160.4	154.6	112
Ninth.....	3	150.4	143.1	205
Tenth.....	2	78.4	74.5	141

HAVEN SCHOOL.

BOUNDARIES.—All that portion of the South Division situated between Peck court and Polk street on the north, and Eighteenth street on the south.

LOCATION.—Wabash avenue, near Fifteenth street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Geo. D. Broomell, <i>Principal</i>	\$2,000	1st and 2d	62.8	60.8	96.9
	Harriet A. Stowell, <i>Head Assistant</i>	1,000				
	Mary Noble, <i>Extra Teacher</i>	700				
2	Maria A. Parrey.....	700	2d and 3d	56.1	53.2	94.9
3	Anna Kavanagh.....	700	3d	59.2	56.6	95.7
4	Sarah R. Grant.....	650	4th	61.5	58.6	95.3
5	Sophronia A. Barker.....	700	5th	61.5	58.8	95.6
6	Ella A. Kimball.....	700	5th	60.5	58.4	96.5
7	Lavinia C. Perkins.....	700	5th and 6th	61.2	58.3	95.2
8	Elizabeth Hillock, Harriet M. Palne.....	650	6th and 7th	61.5	58.3	94.8
9	Gertrude Brayton, Elizabeth Hillock.....	700	6th and 7th	60.2	58.4	97.0
10	Catharine C. Fox.....	700	7th	60.3	58.3	96.8
11	Jennie Hart.....	700	7th and 8th	59.5	57.4	96.5
12	Etta J. Reed.....	650	8th	61.6	59.8	97.0
13	Lizzie Reeder, Gertrude Brayton.....	550	8th	61.0	58.6	96.0
14	Anna H. Trask, Lizzie Reeder, Maria Cummings.....	550	8th and 9th	62.0	59.5	96.0
15	Charlotte P. Plumer, Eliza Lundegreen.....	700	9th and 10th	78.8	75.1	95.2
16	Louise Stowell, Anna H. Trask, Lizzie Reeder.....	450	10th	78.7	75.7	95.9
	Total.....			1006.2	965.8	96.0

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	2	10.9	10.5	16
Second.....	3	44.0	42.5	40
Third.....	2	71.1	67.8	45
Fourth.....	1	70.2	66.7	74
Fifth.....	3	119.6	114.6	83
Sixth.....	3	74.3	71.3	92
Seventh.....	3	107.4	102.7	150
Eighth.....	3	213.8	206.3	195
Ninth.....	2	164.2	157.9	188
Tenth.....	2	131.0	125.4	163

COTTAGE GROVE SCHOOL.

BOUNDARIES.—All that portion of the South Division lying south of Twenty-ninth street and east of Halsted street.

LOCATION.—Douglas Place, near Cottage Grove avenue.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	James H. Broomell, <i>Principal</i>	\$1,600	1st and 2d	46.0	44.1	95.8
	Jennie Fairman, Sara E. Sanger.....	650				
2	Addie P. Wells.....	650	3d	61.9	59.3	95.6
3	Melissa A. Greene.....	650	3d and 4th	62.8	60.6	96.4
4	Emma Dickerman, M. Edna Comstock.....	700	5th	62.7	59.9	95.6
5	Agnes M. Mackie, Claire A. Towslee.....	650	6th	63.1	60.3	95.5
6	Ellen C. Broomell, Lettie Loomis.....	650	7th	62.5	58.9	94.3
7	Lettie Loomis, Sara E. Sanger, Jennie Fairman.....	700	8th	64.2	61.3	95.5
8	Adelaide Butterfield, Agnes M. Mackie.....	700	9th and 10th	64.0	60.9	95.2
	Jennie E. Farnsworth.....	600				
9	Helen M. Dahl.....	450	8th and 9th	10.9	10.5	96.4
10	Almira E. Olds, <i>Substitute</i>.....	.....	9th and 10th	13.6	13.0	95.8
	Virginia L. A. von Horn, <i>German Teacher</i> ..	450				
	Total .....	.....	.....	511.6	483.8	95.5

Ninth and Tenth Divisions opened May 18th.

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First	2	11.3	10.8	7
Second	2	25.7	24.6	25
Third.....	2	67.7	64.8	53
Fourth.....	1	55.1	53.1	56
Fifth.....	1	47.4	45.6	31
Sixth.....	1	58.6	55.9	53
Seventh.....	1	51.2	48.8	54
Eighth.....	2	72.9	69.0	40
Ninth.....	3	76.6	73.0	33
Tenth.....	2	45.1	43.2	71

HOLDEN SCHOOL.

BOUNDARIES.—Bounded on the north by the river from the City Limits to Halsted street, then following Halsted street south to the City Limits, and on the south and west by the City Limits.

LOCATION.—Corner of Deering and Thirty-first streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Chas. F. Babcock, <i>Principal</i>	\$2,000	1st and 2d	46.8	44.7	95.5
	C. H. Johnson	650				
2*	Louise S. Curtis	650	3d and 4th	5.0	4.6	91.2
3	Anna Patch, Augusta Anderson	650	4th	54.8	51.8	94.6
4	C. A. Dickerman	650	5th	58.8	55.6	94.6
5*	Anna M. Duffy	700	6th	9.4	8.8	98.6
6	Ethelind Thompson, Eva M. Ross	550	6th and 7th	64.5	60.8	94.3
7*	Carrie W. Graves	550	7th	9.7	8.7	89.1
8*	Rosalie Phillips	550	8th	9.7	8.8	91.0
9	Abbie M. Blackman, Anna Patch	550	8th	60.4	57.1	94.5
10*	Florence Bowen	470	9th	9.9	9.0	90.3
11	Nettie M. Pote	670	9th	62.2	59.3	95.3
12	M. Alice Moran	650	10th	63.1	61.1	96.8
13*	Carrie E. Powers	450	10th	10.1	9.1	90.3
14*	M. L. Russell, <i>Substitute</i> .....	.....	10th	11.7	10.5	91.3
15*	M. V. O'Brien	450	10th	11.3	10.3	91.0
	Total .....	.....		487.5	460.2	94.4

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First	2	56.6	54.2	2
Second	1	9.0	8.5	5
Third	1	13.1	12.4	11
Fourth	2	28.6	27.1	13
Fifth	1	47.6	44.1	39
Sixth	2	51.6	48.9	71
Seventh	2	78.4	73.2	49
Eighth	2	76.3	72.2	79
Ninth	2	75.7	70.7	87
Tenth	4	103.3	97.8	115

* Division organized at opening of new building, May, 1868.

HOLSTEIN SCHOOL.

BOUNDARIES.—All that portion of the West Division lying north of North avenue, and west of Wood street.

LOCATION.—Cortlandt street, near Henshaw street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Eliza Lundegreen, <i>Principal</i> , M. S. {	\$1,000	3d and 4th	22.8	21.7	95.3
2	Sherman }	650	6th to 10th	31.6	30.1	95.3
	A. E. Tobey					
	Total			54.4	51.9	95.4

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	1	1.8	No Report.	1
Second.....	1	.4		2
Third.....	1	7.4		0
Fourth.....	1	9.6		5
Fifth.....	1	2.6		3
Sixth.....	1	1.9		0
Seventh.....	1	8.3		4
Eighth.....	1	6.7		4
Ninth.....	1	5.5		4
Tenth.....	1	9.2		9

WALSH STREET SCHOOL.

BOUNDARIES.—All that part of the West Division lying between the Chicago, Burlington and Quincy Railroad track and the river.

LOCATION.—Corner of John and Walsh streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Frank B. Williams, <i>Principal</i>	\$1,600	1st to 4th	35.6	34.2	96.0
	Lizzie A. Locke, Lottie A. Hunt.....	750				
2	Ella J. Vance, Alice A. Bigelow.....	550	5th and 6th	56.3	54.9	95.4
3	Lottie A. Hunt, Lizzie A. Locke.....	550	7th	56.9	54.7	96.0
4	Frances W. Rowland, Ella J. Vance, Mary { McDougall..... }	550	8th	59.7	57.3	95.7
5	Lydia Spooner, Ella J. Vance.....	500	9th	59.0	56.1	95.2
6	F. W. Gluther.....	700	9th	65.2	62.3	95.6
7	I. S. Daniels.....	550	9th and 10th	71.4	68.9	96.5
8	Frank Brandon.....	550	10th	74.6	72.3	96.9
	Total			478.5	460.1	96.1

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First	1	1.8	1.8	0
Second	1	4.8	4.6	0
Third.....	1	10.5	10.0	3
Fourth.....	1	18.5	17.8	0
Fifth.....	1	15.1	14.5	24
Sixth.....	1	41.2	39.8	25
Seventh.....	1	40.0	38.5	34
Eighth.....	1	70.7	67.9	48
Ninth.....	3	165.7	158.4	109
Tenth.....	2	110.3	106.9	120

DORE SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the east by the river from Jackson street to Taylor, by Taylor street to Morgan, by Morgan street to Harrison, by Harrison street to Peoria, by Peoria street to Jackson, by Jackson street to the river.

LOCATION.—Harrison street, near Halsted street.

*REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	H. H. Belfield, <i>Principal</i>	\$2,000	2d and 3d	30.9	30.5	98.6
	Ann E. Winchell, <i>Head Assistant</i>	1,000				
	Mary C. French, <i>Extra Teacher</i>	650				
2	Mary J. Coin.....	700	3d	34.5	33.8	97.6
3	Emily A. Chapman.....	700	4th	33.7	32.3	95.6
4	Augusta E. Anderson, Emily Humphrey.....	550	5th	33.9	32.5	95.9
5	Abbie N. Ward.....	650	5th	33.8	32.9	97.3
6	Katie Fomhof.....	700	5th and 6th	33.6	32.9	97.7
7	Mae Manford.....	550	6th	35.2	34.1	96.4
8	Alice A. Bigelow.....	550	6th and 7th	35.1	34.1	97.2
9	Emily Humphrey, Augusta E. Anderson.....	650	7th	37.1	35.2	97.4
10	Fanny B. Morey.....	650	7th	36.6	35.7	97.5
11	Orpha V. Baldwin, Lucy A. Hyde.....	450	7th and 8th	36.3	35.0	96.3
12	Carrie H. Barrows.....	700	8th	36.3	35.6	98.1
13	Anna M. Rickerson.....	700	8th	36.9	36.2	98.2
14	Emma K. H. Wright.....	700	9th	37.2	36.4	97.5
15	L. Florence Horne.....	550	9th	37.2	36.3	97.2
	Frances J. Owens.....	825				
16	Rose A. McCarthy.....	700	9th	39.7	39.4	98.5
17	Elveretta F. DeLuce.....	550	9th	39.5	38.7	98.2
18	Francelia Colby.....	550	10th	42.0	41.0	97.3
19	Lucy A. Hyde, Orpha V. Baldwin.....	550	10th	43.9	42.9	97.6
20	Elizabeth A. Mann.....	450	10th	20.6	20.1	97.5
	Total.....			714.0	695.4	97.4

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	0	0	0	0
Second.....	2	11.4	11.1	11
Third.....	3	39.2	38.4	22
Fourth.....	1	48.7	47.0	23
Fifth.....	3	92.6	90.0	29
Sixth.....	3	70.9	68.5	63
Seventh.....	4	105.4	102.6	57
Eighth.....	3	111.0	108.0	64
Ninth.....	4	130.9	128.2	53
Tenth.....	3	103.3	100.9	105

* School organized in January. Averages made up for the full year, which accounts for apparently small divisions.

CARPENTER SCHOOL.

BOUNDARIES.—That portion of the West Division bounded as follows: beginning at the intersection of the river with Elston street, thence following Elston street to Augusta, Augusta street to Noble, Noble street to First, First street to Armour, Armour street to Kinzie, Kinzie street to Noble, Noble street to Indiana, Indiana street to Curtis, Curtis street to Erie, Erie street to Halsted, Halsted street to Chicago avenue, Chicago avenue to the river, and on the east by the river from Chicago avenue to Elston street.

LOCATION.—Center avenue, corner Second street.

*REPORT OF CARPENTER SCHOOL FROM MAY 6TH, 1868,
TO JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Alfred Kirk, <i>Principal</i>	\$2,000	1st and 2d	5.8	5.2	90.4
	Miriam S. Sherman, <i>Head Assistant</i>	1,000				
	Emma Chamberlain.....	650				
2	M. H. Sayward, Emma Chamberlain.....	650	4th	7.2	6.7	92.8
3	Sophia Chapin, M. H. Sayward.....	650	5th	10.7	10.0	93.4
4	Jennie E. Chapin, Sophia Chapin.....	650	5th	11.7	11.0	93.6
5	M. Louise Passmore, Sophia Chapin.....	650	6th	11.7	10.9	93.1
6	Sarah E. Comstock, M. Louise Passmore.....	450	7th	10.9	10.4	95.2
7	Anna K. Creswell, Sarah E. Comstock.....	450	7th	11.2	11.0	97.8
8	Adelaide Favor, Anna K. Creswell.....	650	8th	12.0	11.6	96.1
9	Alice S. Bates, Adelaide Favor.....	550	8th	12.2	11.9	97.5
10	Mary E. Spence, Alice S. Bates.....	550	9th	11.8	11.4	96.2
11	Carrie A. Moore, Mary E. Spence.....	550	9th	11.8	11.4	96.7
12	S. Ellen Kirk.....	450	9th and 10th	12.5	11.5	92.2
13	Lizzie Flaven, Carrie A. Moore.....	550	10th	12.0	11.7	97.5
14	Meta Wellers.....	550	10th	12.2	11.9	97.6
15	Agnes M. Buel, Lizzie Flaven.....	450	10th	12.0	11.5	99.0
	Total.....			165.7	158.1	95.4

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
First.....	0	.0	.0	No Report.
Second.....	2	2.5	2.4	
Third.....	1	5.5	4.9	
Fourth.....	1	9.2	9.0	
Fifth.....	2	24.7	23.2	
Sixth.....	1	13.3	12.5	
Seventh.....	2	21.4	20.8	
Eighth.....	2	24.9	24.0	
Ninth.....	2	30.5	29.4	
Tenth.....	4	32.6	32.0	

* School organized in May. Averages made for full year, which accounts for apparently small divisions.

PEARSON STREET PRIMARY SCHOOL.

BOUNDARIES.—Commencing at the corner of White and Wells streets, thence following White street to Townsend, Townsend street to Oak, Oak street to the river, the river to Chicago avenue, Chicago avenue to Wells, and Wells street to the place of beginning.

LOCATION.—Corner of Market and Pearson streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Flora R. Parish, <i>Principal</i>	\$1,000				
1	Lizzie Crawford.....	650	5th	58.5	57.5	98.3
2	Helen M. Stowell.....	650	6th	55.1	54.1	98.1
3	Ida M. Parker.....	650	7th	60.4	59.1	97.8
4	Nellie L. Dickson.....	650	8th	61.8	60.5	97.7
5	Mattie M. Williams.....	700	8th	63.0	62.0	98.5
6	Kate Clingman.....	700	8th and 9th	65.1	63.6	97.7
7	Maggie E. Burns.....	650	9th	68.3	67.5	98.9
8	Virginia T. Dunning.....	650	10th	74.5	73.9	99.3
	Total			506.8	498.3	98.2

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth	1	52.4	53.3	88
Sixth	1	43.1	47.0	53
Seventh.....	1	72.2	73.9	81
Eighth.....	3	151.7	154.6	110
Ninth.....	2	87.0	83.5	103
Tenth	1	83.7	89.5	126

ELIZABETH STREET PRIMARY SCHOOL.

BOUNDARIES.—Commencing at the corner of Reuben and Kinzie streets, thence following Kinzie street to Green, Green street to Randolph, Randolph street to Sheldon, Sheldon street to Madison, Madison street to Reuben, and Reuben street to the place of beginning.

LOCATION.—Corner of Lake and Elizabeth streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Sarah E. Osgood, <i>Principal</i>	\$1,000				
1	Hattie N. Winchell.....	700	5th	61.0	58.6	96.2
2	Lottie E. Byington, Laura H. Stowe.....	700	5th	61.6	58.7	95.2
3	Mary Hennessy, Lottie E. Byington.....	750	6th and 7th	56.1	53.2	94.8
4	Henrietta A. Freeman, Hattie A. Studley.....	450	7th	59.2	57.1	96.4
5	Laura H. Stowe, Mary Hennessy.....	700	8th	66.5	63.3	95.2
6	Lottie A. Foley.....	700	8th and 9th	66.4	63.8	96.2
7	Isabella Patterson.....	700	9th	67.1	63.7	95.1
8	Clara Wingrave.....	650	10th	63.3	59.0	93.2
	Total.			501.2	477.6	95.3

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Fifth.....	2	125.7	120.2	74
Sixth.....	1	51.7	49.0	83
Seventh.....	2	66.6	64.1	74
Eighth.....	2	85.2	82.5	79
Ninth.....	2	95.8	91.5	79
Tenth.....	1	75.2	70.3	98

ROLLING MILL PRIMARY SCHOOL.

BOUNDARIES.—Commencing at the intersection of the river and the Northern City Limits, thence following the River to Black Hawk street, Black Hawk street to Reuben, Reuben street to North avenue, North avenue to Wood street, and Wood street to the place of beginning.

LOCATION.—Corner of Reuben and Waubansia streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
1	Sarah O. Babcock, <i>Principal</i>	\$1,000	3d and 4th	40.9	33.2	95.8
	Virginia Sayre.....	450	4th and 5th			
2	Maria P. Noyes, Emma Thompson	450	6th and 7th	56.1	54.2	96.5
3	Lizzie A. Kendall	650	8th and 9th	41.4	40.1	97.0
4	Elizabeth McConnell, Susie Woodford.....	450	10th	37.6	35.3	93.8
	Total			176.0	163.8	96.5

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADES.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Third.....	1	10	8.3	3
Fourth.....	2	18	14.8	6
Fifth.....	1	21	16.0	20
Sixth.....	1	21	18.2	20
Seventh.....	1	23	25.0	19
Eighth.....	1	31	27.5	26
Ninth.....	1	31	26.4	27
Tenth.....	1	54	44.4	30

DEKOVEN STREET PRIMARY SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the north by Ewing street, east by the river, south by Twelfth street, and west by Halsted street.

LOCATION.—DeKoven street, near DesPlaines.

*REPORT FROM FEBRUARY 1, 1868, TO JULY 1, 1868.

No. of Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per cent. of Attendance.
	Tammie E. Flowers, <i>Principal</i>	\$1,000				
1	Emma R. Locke.....	550	8th and 9th	35.1	34.2	97.4
2	Wilhelmina R. Ryder.....	550	9th	32.8	32.2	98.2
3	Allie M. Dickey, Adelaide Butterfield	550	9th	32.0	31.3	97.8
4	Minnie P. French, Mary C. Fitch.....	450	9th and 10th	33.1	37.3	97.9
5	Mary E. Burt	550	10th	37.1	36.3	97.8
6	Jennie A. Fennimore.....	775	10th	23.7	23.1	97.4
7	Gertrude Eddy.....	450	10th	14.8	14.5	98.0
	Total			218.6	208.9	97.8

REPORT OF THE SCHOOL FOR THE YEAR BY GRADES.

GRADE.	Number of teachers at the close of the year.	Average No. of pupils Belonging during the year.	Average Daily Attendance for the year.	Number promoted to the next higher grade.
Eighth.....	1	18.7	18.3	16
Ninth.....	4	99.3	97.1	35
Tenth	4	95.6	93.5	125

* This school organized February, 1868.

GENERAL SUMMARY OF ATTENDANCE.

TABLE NO. I. exhibits the Nativity of the pupils attending all the schools of the city during the year.

TABLE NO. II. exhibits the Summary of Attendance of all the District and Primary Schools, for each month during the year.

TABLE NO. III. exhibits the Number Admitted, Left and Tardy, and the Per Cent. of Attendance by Schools for each Department, and also for the whole school.

TABLE NO. IV. exhibits the Average Number Belonging in each Grade in each of the District and Primary Schools during the year. Each of the District Schools is divided into ten Grades, numbered respectively, 1st, 2nd, etc., Grades. The Grades from 1 to 4 inclusive, are denominated *Grammar Department*, and the Grades from 5 to 10, inclusive, are denominated *Primary Department*. In the Primary Schools, the six lowest Grades are taught. Each Department is divided into Divisions, which correspond as nearly as possible with the Grades, but in many Divisions, pupils of more than one Grade are found. The Divisions of each school are made to correspond with the number of teachers employed, while the Grades are arranged with reference to the Course of Instruction.

TABLE NO. V. exhibits the Average Daily Attendance of each Grade in each of the District and Primary Schools during the year.

TABLE NO. VI. exhibits the number of Promotions in each Grade in each of the District and Primary Schools during the year.

TABLE NO. VII. exhibits Miscellaneous Statistics of Attendance by Schools for the year.

TABLE No. I.

NATIVITY OF PUPILS IN THE PUBLIC SCHOOLS.

THE following Schedule shows the birth place of all pupils registered in the Public Schools during the last seven years.

BORN IN THE UNITED STATES.

	1861	1862	1863	*1864-5	1865-6	1866-7	1867-8
Chicago	5792	6714	8498	12002	10878	12418	13891
Illinois, out of Chicago....	840	1024	1503	2390	2223	2354	2458
Maine	117	97	106	137	149	126	105
New Hampshire	74	68	89	103	102	96	91
Vermont	98	97	130	173	101	94	142
Massachusetts	524	571	699	892	741	756	730
Rhode Island	51	31	45	61	46	66	52
Connecticut	198	229	236	298	210	186	200
New York	2979	2979	3362	4060	3176	2912	3138
New Jersey	136	140	189	242	192	176	208
Pennsylvania	365	392	492	566	458	469	497
Delaware	7	5	6	20	10	7	9
Maryland	76	93	112	120	165	120	123
District Columbia.....	20	18	18	20	28	20	28
Virginia	46	45	53	68	55	51	77
Ohio	536	584	658	868	674	646	645
Indiana	136	175	238	238	268	290	307
Michigan	318	357	462	603	483	473	498
Wisconsin	386	489	710	1052	879	964	1057
Minnesota	4	24	44	76	59	83	99
Iowa	45	69	131	286	271	298	354
Missouri	133	151	206	259	272	291	371
Kentucky	121	122	150	165	193	215	220
Tennessee	19	12	37	35	38	60	71
Kansas	3	2	8	10	11	25	16
Nebraska	0	0	3	6	4	2	6
North Carolina	3	4	3	7	8	2	4
South Carolina.....	6	6	9	12	10	8	11
Georgia	8	7	8	10	8	14	21
Florida	0	1	3	3	2	2	3
Alabama	4	9	16	30	30	30	36
Mississippi	13	16	23	41	42	36	43
Louisiana.....	27	31	30	47	49	52	53
Texas	11	11	17	14	13	15	30
Arkansas	2	2	3	9	7	6	7
California	15	12	18	29	35	47	35
Oregon	0	0	1	0	4	0	10
New Mexico	0	0	0	4	1	0	0
Colorado	0	0	0	0	1	2	19
Nevada.....	0	0	0	0	1	1	2
Utah	0	0	0	0	0	0	1
Total.....	18113	14587	18256	*25036	21837	23416	25638

* The figures for the years 1864 and '65 cover a period of eighteen months; all the rest are for one year.

NATIVITY OF PUPILS—CONCLUDED.

FOREIGN BIRTH.

	1861	1862	1863	*1861-5	1865-6	1866-7	1867-8
Germany	1202	916	767	950	673	854	864
England	646	601	613	754	595	568	602
Ireland	423	315	298	491	382	430	421
Canada	393	378	448	719	781	864	885
Scotland	140	137	143	168	133	110	135
Sweden	99	88	83	92	81	81	131
Norway	90	148	186	299	284	291	374
France	71	42	33	47	18	28	32
Holland	80	28	38	68	37	55	75
Prussia	25	33	36	52	40	54	77
New Brunswick	15	16	12	16	19	18	15
Wales	10	10	17	30	28	36	32
Bohemia	21	36	45	70	154	266	391
Switzerland	10	12	4	7	13	29	18
Belgium	13	18	28	17	3	6	7
Austria	3	9	9	9	3	9	10
Newfoundland	9	6	5	4	4	5	5
St. Helena Island	5	3	5	5	3	5	5
Denmark	5	4	10	10	10	36	37
Italy	5	5	2	13	7	5	6
Nova Scotia	10	4	1	6	5	4	6
Poland	2	3	3	3	7	0	7
Atlantic Ocean	4	12	7	14	9	9	3
West Indies	2	3	2	4	2	5	7
Brazil	2	2	2	3	1	0	0
British America	0	0	0	1	2	0	2
Prince Edward's Island	5	3	3	4	1	1	0
Mexico	1	1	2	1	0	0	0
Hanover	0	1	1	0	3	2	2
Island of Guernsey	0	0	0	0	0	0	1
Australia	0	0	3	6	5	3	4
Africa	1	2	1	2	0	1	0
Iceland	0	0	0	1	0	0	0
Isle of Man	4	2	0	1	1	2	3
Hungary	1	2	2	2	4	4	6
Saxony	2	0	0	1	2	4	2
Central America	3	0	1	0	1	1	2
Asia	1	1	1	0	0	3	0
Costa Rica	0	2	2	2	0	0	0
Chili	0	0	1	0	0	2	0
Borneo	0	0	1	0	0	0	2
Portugal	0	0	0	1	1	1	1
Sicily	0	0	0	3	3	2	1
Russia	0	0	0	3	3	7	2
Turkey	0	0	0	2	1	2	0
India	0	0	0	1	1	1	1
Gibraltar	0	0	0	0	1	0	0
Spain	0	0	0	0	0	1	0
South America	0	0	0	0	3	0	0
Moravia	0	0	0	0	1	0	0
Baden	0	0	0	0	2	1	0
Indian Ocean	0	0	0	0	0	1	1
Unknown	15	91	117	162	79	37	91
Total	3323	2384	2932	*4014	2404	3444	4266

* The figures for the year 1864 and '65 cover a period of eighteen months; all the rest are for one year.

TABLE No. II.
MONTHLY SUMMARY OF ATTENDANCE OF ALL THE DISTRICT AND PRIMARY SCHOOLS.

MONTHS.	SUMMARY OF GRAMMAR DIVISIONS.				SUMMARY OF PRIMARY DIVISIONS.				SUMMARY OF WHOLE SCHOOL.			
	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.	Whole Number Enrolled.	Average Number Belonging.	Average Daily Attendance.	Per cent. of Attendance.
September	3483	3273.5	3156.0	97.3	14910	13727.0	13303.0	96.9	18423	17006.5	16489.0	97.0
October	2559	3277.0	3144.0	95.9	15094	13819.9	13325.9	96.4	18633	17096.9	16469.9	96.3
November	3619	3412.6	3296.2	96.6	15042	13718.3	13243.4	96.5	18691	17130.9	16539.6	96.5
December	2580	3368.2	3240.3	96.2	14928	13645.6	13058.2	95.7	18508	17013.8	16298.5	95.8
January	4009	3730.6	3790.6	96.2	15633	14263.8	13611.1	95.4	19942	17999.4	17201.7	95.6
February	4206	3945.2	3801.9	96.4	15720	14204.3	13656.7	96.1	19926	18149.5	17458.6	96.2
March	4170	3880.5	3721.0	95.7	15197	14318.9	13657.0	95.6	19967	18208.4	17408.0	95.6
April	3993	3786.6	3675.9	97.1	15299	14144.5	13735.2	97.1	19222	17931.1	17411.1	97.1
May	4372	3889.8	3741.6	96.2	17733	15387.5	14233.5	96.3	22105	19277.1	18565.1	96.3
June	3939	3713.4	3594.8	96.8	16928	15680.9	15211.3	97.0	20657	19395.5	18806.2	97.0
Average for the year	3896	3678.4	3499.2	96.4	15741	14201.6	13765.5	96.3	19612	17920.3	17234.7	96.4

NOTE.—A slight discrepancy exists between the footings of Average Number Belonging and Average Daily Attendance in this table, as compared with the figures given in the Superintendent's Report, and in other tables, arising from the fact that this table is made from the Monthly Reports rendered each month to the Board, and in the other places the figures are obtained from the Annual Reports rendered by the Head Assistants, and as some of the schools have been in session but a portion of the year, there is necessarily some variation in the results as obtained from the two sets of Reports.

TABLE No. III.

NUMBER OF PUPILS ADMITTED, LEFT, AND TARDY, AND PER CENT. OF AVERAGE DAILY ATTENDANCE
OF EACH OF THE DISTRICT AND PRIMARY SCHOOLS.

SCHOOLS.	GRAMMAR DEPARTMENT.				PRIMARY DEPARTMENT.				WHOLE SCHOOL.			
	Admitted.	Left.	Tardy.	Per cent. of Attendance.	Admitted.	Left.	Tardy.	Per cent. of Attendance.	Admitted.	Left.	Tardy.	Per cent. of Attendance.
Dearborn.....	324	244	266	93.8	1472	979	1286	94.1	1796	1223	1552	91.7
Jones.....	285	191	429	96.9	1303	758	1810	97.5	1588	949	2239	97.4
Scammon.....	411	219	355	98.7	1550	784	2452	97.5	1961	1003	2847	98.4
Kinzie.....	229	178	232	95.4	2154	1205	2353	94.4	2883	1383	2585	94.5
Franklin.....	472	268	517	98.1	2203	1109	2721	98.7	2675	1377	3238	98.5
Washington.....	420	293	291	95.7	2314	1472	2049	95.8	2734	1765	2340	95.6
Moseley.....	560	321	557	96.5	1361	649	2064	95.1	1921	970	3461	96.0
Brown.....	630	355	673	96.6	1280	479	1138	95.9	1910	834	1811	96.3
Foster.....	677	513	265	97.8	3003	2090	1298	97.9	3680	2603	1563	97.9
Ogden.....	324	190	315	94.2	1131	543	1221	95.1	1455	733	1536	95.1
Newberry.....	385	244	378	96.4	3211	2008	2442	95.9	3596	252	2820	95.9
Wells.....	242	179	318	97.2	1794	1125	2763	96.3	2035	1304	3081	96.0
Skinner.....	846	622	768	95.7	2181	1368	2020	95.8	3067	1990	2788	95.8
Haven.....	306	177	287	95.9	1796	998	1456	96.5	2102	1170	1743	96.0
Cottage Grove.....	315	176	262	95.6	946	462	1116	95.2	1261	638	1378	95.5
Holden.....	131	109	161	94.6	1337	695	1781	94.4	1468	804	1942	94.4
Holstein.....	45	31	26	96.0	85	41	99	95.0	130	72	125	95.4
Walsh Street.....	86	84	58	95.8	1289	834	1349	96.2	1375	918	1407	96.1
Dore.....	278	139	209	97.9	1598	878	1717	97.4	2166	1017	1926	97.4
Carpenter.....	114	32	40	94.1	911	136	438	96.8	1025	168	478	95.4
Pearson Street Primary.....	.....	.....	.....	.....	1293	824	1891	98.2	1293	824	1891	98.2
Elizabeth Street Primary.....	.....	.....	.....	.....	1210	785	1187	95.3	1210	785	1187	95.3
Rolling Mill Primary.....	.....	.....	.....	.....	518	329	728	96.5	518	329	728	96.5
DeKoven Street Primary.....	.....	.....	.....	.....	828	391	383	97.8	828	391	383	97.8
Total.....	7110	4505	6407	96.4	37068	20937	38642	96.3	44178	25502	45049	96.4
Average for the year.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Since making up the Superintendent's Report, errors were discovered in the number of tardinesses of two of the schools, which will account for the discrepancy between the number here given and the number reported by the Superintendent.

TABLE No. IV.

SUMMARY OF ATTENDANCE BY GRADES—AVERAGE NUMBER BELONGING TO EACH GRADE FOR THE YEAR.

SCHOOLS.	GRAMMAR GRADES.					Total of Grammar Grades.	PRIMARY GRADES.						Total of Primary Grades.	Total of Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.		Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.			
Dearborn.....	20.4	16.8	41.9	49.5	128.6	64.3	57.5	75.4	108.0	100.1	80.3	485.6	614.2	
Jones.....	7.6	19.1	53.3	49.1	129.1	88.5	47.8	90.8	119.4	81.3	90.0	517.8	646.9	
Scammon.....	20.2	26.8	70.7	104.8	222.5	95.1	73.4	111.1	131.6	108.0	151.6	670.8	833.3	
Kinzie.....	8.6	18.3	24.8	86.0	137.7	99.9	84.8	122.3	177.6	162.0	219.9	866.5	1004.2	
Franklin.....	22.7	48.2	86.9	105.1	222.9	138.8	91.6	153.7	257.4	222.2	143.2	1006.9	1269.8	
Washington.....	26.5	30.8	76.7	98.2	232.2	133.2	122.5	127.9	201.2	195.7	158.9	969.4	1201.6	
Moseley.....	31.1	71.8	96.6	110.8	310.3	140.5	103.3	86.5	114.3	101.8	73.3	619.7	930.0	
Brown.....	46.0	65.4	136.8	100.2	348.4	129.7	85.4	83.7	107.2	76.0	51.7	533.7	882.1	
Foster.....	41.9	46.7	112.8	123.5	324.9	183.8	101.3	149.6	266.6	183.8	228.0	1113.1	1438.0	
Ogden.....	13.9	23.5	57.5	94.8	189.7	110.7	58.8	95.1	102.3	91.0	76.7	534.6	724.3	
Newberry.....	15.6	36.0	50.4	92.8	194.8	104.8	111.2	100.4	245.3	271.9	228.8	1185.4	1380.2	
Wells.....	4.8	24.1	59.9	55.5	143.3	127.0	92.0	125.5	163.3	138.3	105.1	751.2	894.5	
Skinner.....	46.6	93.4	107.1	149.3	396.4	166.6	120.3	132.2	160.4	150.3	78.8	810.6	1297.0	
Haven.....	10.9	44.0	71.1	70.1	196.1	119.6	74.2	107.4	213.8	164.1	131.0	810.1	1006.2	
Cottage Grove.....	11.3	25.7	67.7	55.0	153.7	47.4	56.7	52.2	73.0	76.6	46.0	351.9	511.6	
Holdeen.....	5.7	8.9	13.1	28.5	56.2	46.8	51.5	78.4	76.3	74.7	103.3	431.0	487.2	
Holstein.....	1.6	0.4	8.8	9.2	20.0	2.6	1.9	8.3	6.7	5.5	9.2	34.2	34.2	
Walsh Street.....	1.8	4.8	10.5	18.5	35.6	15.1	41.2	40.0	70.7	165.7	110.3	443.0	478.6	
*Dore.....	.0	11.4	39.2	48.8	99.4	92.8	70.8	105.5	111.0	131.0	103.6	614.7	714.1	
+Carpenter.....	.3	2.4	5.5	9.3	17.5	24.8	13.3	21.5	25.0	30.6	32.7	147.9	165.4	
Pearson St. Primary.....	.....	.....	.....	.....	.....	53.3	47.0	73.8	154.7	88.5	89.5	706.8	806.8
Elizabeth St. Primary.....	.....	.....	.....	.....	.....	125.8	51.7	66.5	86.2	95.8	75.2	501.2	501.2
Rolling Mill Primary.....	.....	.....	8.9	15.6	24.5	16.9	19.1	27.1	29.4	29.5	30.6	150.6	176.0
DeKoven St. Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	18.7	99.3	95.6	213.6	213.6
Total.....	337.5	617.5	1290.2	1474.6	3629.8	2220.0	1577.3	2095.0	3023.1	2842.7	2514.2	14271.3	17501.1	

* Opened January, 1865.

† Opened May, 1868.

§ Opened February, 1868.

The above figures give the Average Number Belonging of each school for the entire year; in those schools which have been in session but part of the year, as the Dore, Carpenter, and DeKoven Street Primary Schools, the actual Average Number Belonging for the time they were open will be proportionately larger.

TABLE No. V.

SUMMARY OF ATTENDANCE BY GRADES—AVERAGE DAILY ATTENDANCE OF EACH GRADE FOR THE YEAR.

SCHOOLS.	GRAMMAR GRADES.					PRIMARY GRADES.							Total of Whole School.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Total of Grammar Grades.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Total of Primary Grades.	
Dearborn.....	19.7	16.0	39.2	46.2	121.1	60.6	54.9	72.3	102.9	94.6	75.1	460.4	551.5
Jones.....	7.5	18.5	51.5	125.0	125.0	85.1	46.3	88.7	117.6	80.1	87.6	705.4	730.4
Scammon.....	20.2	26.5	69.9	103.7	290.3	93.4	72.1	109.0	128.9	106.1	148.7	668.2	878.5
Kinzie.....	8.4	17.5	23.6	81.3	130.8	93.7	79.8	115.6	169.4	152.6	207.0	818.1	948.9
Franklin.....	22.4	46.4	86.2	102.9	257.9	136.3	89.8	141.4	252.9	219.3	150.5	993.2	1251.1
Washington.....	25.5	28.2	73.7	94.4	221.8	156.0	117.5	121.8	192.6	187.5	152.6	928.0	1149.8
Moseley.....	30.0	69.9	93.0	106.9	299.8	135.0	98.2	83.6	110.2	95.8	69.0	591.8	891.6
Brown.....	44.7	63.0	132.0	96.4	336.1	124.4	82.0	80.2	102.4	73.2	49.9	512.1	848.2
Foster.....	41.3	45.6	110.3	120.3	317.5	179.4	98.3	145.9	260.4	181.1	224.5	1089.6	1407.1
Ogden.....	13.2	22.2	54.0	90.0	179.4	105.2	59.0	87.0	98.0	86.6	73.3	599.1	688.5
Newberry.....	15.2	34.7	49.1	88.6	187.6	157.7	106.4	154.8	239.3	200.4	218.5	1136.6	1324.2
Wells.....	4.9	22.8	58.5	139.4	339.4	122.8	88.6	120.6	155.5	132.2	100.4	720.1	879.5
Skinner.....	45.2	89.8	102.5	141.9	378.9	162.1	115.3	125.6	154.4	143.2	74.9	775.5	1154.4
Haven.....	10.5	42.4	67.9	66.7	187.5	114.7	71.3	102.7	206.3	157.9	125.4	778.3	965.8
Cottage Grove.....	10.8	24.6	61.8	53.1	153.3	45.6	55.9	48.8	69.0	73.0	43.2	355.5	468.8
Holten.....	5.4	8.4	12.5	27.1	53.4	44.0	48.8	72.9	72.7	68.9	39.4	406.7	460.1
Holstein.....	1.7	0.4	8.7	8.9	19.7	2.5	1.9	8.0	6.3	5.1	8.8	32.6	52.3
Walsh Street.....	1.8	4.6	10.0	17.8	34.2	14.5	39.8	48.7	68.4	161.7	92.8	425.9	460.1
*Dore.....	.....	11.2	38.4	47.0	96.6	90.0	68.6	102.6	108.5	128.3	100.8	598.8	695.4
+Carpenter.....	.....	2.4	5.3	8.6	16.6	23.3	12.6	20.7	24.3	29.8	32.1	142.8	159.4
Pearson Street Primary.....	.....	.....	.....	.....	.....	52.4	46.1	72.2	151.7	97.0	88.8	498.2	498.2
Elizabeth Street Primary.....	.....	.....	.....	.....	.....	120.2	49.0	64.1	82.5	91.5	70.3	477.6	477.6
Rolling Mill Primary.....	.....	.....	.....	.....	.....	16.0	18.3	25.0	27.6	26.4	33.4	146.7	169.8
+DeKoven Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	18.3	97.2	95.4	208.9	208.9
Total.....	328.7	594.6	1159.4	1417.3	3500.0	2134.9	1520.5	2014.7	2920.1	2739.5	2420.4	13770.1	17250.1

* Opened January, 1865.

+ Opened May, 1868.

+ Opened February, 1868.

The above figures give the Average Daily Attendance of each school for the entire year; in those schools which have been in session but part of the year, as the Dore, Carpenter, and DeKoven Street Primary Schools, the actual Average Daily Attendance for the time they were in session will be proportionately larger.

TABLE No. VI.

PROMOTIONS DURING SCHOOL YEAR ENDING JULY 3, 1868.

SCHOOLS.	First Grade to High School.	Second Grade to First Grade.	Third Grade to Second Grade.	Fourth Grade to Third Grade.	Fifth Grade to Fourth Grade.	Sixth Grade to Fifth Grade.	Seventh Grade to Sixth Grade.	Eighth Grade to Seventh Grade.	Ninth Grade to Eighth Grade.	Tenth Grade to Ninth Grade.	Total Number of Promotions.
Dearborn.....	9	14	21	57	54	17	56	54	59	88	406
Jones	7	15	33	52	57	36	71	106	36	92	505
Scammon	24	35	10	16	43	63	79	98	79	116	563
Kinzie.....	4	1	12	16	76	95	214	180	180	158	976
Franklin.....	15	31	57	101	1 2	161	122	198	281	235	1,331
Washington	12	14	32	63	77	210	202	176	177	223	1,124
Moseley	14	31	79	102	104	181	109	124	96	153	993
Brown	42	31	74	69	89	169	89	42	65	66	1,777
Foster	16	35	43	121	109	111	225	257	173	176	1,296
Ogden	17	26	22	44	28	55	92	107	67	98	556
Newberry.....	25	18	43	75	112	210	255	273	313	389	1,703
Wells	7	10	60	72	74	116	176	162	108	226	1,051
Skinner.....	30	48	82	154	150	117	133	112	205	141	1,162
Haven	16	40	45	74	83	92	150	195	188	163	1,046
College Grove	7	25	53	56	31	53	54	40	38	71	428
Holden	2	5	11	13	39	71	49	79	87	115	471
Holstein	1	2	0	5	3	0	4	4	4	9	32
Walsh Street.....	.....	.....	8	0	24	25	31	48	109	120	363
Dore .....	.....	11	22	23	29	63	57	64	58	105	432
Carpenter .....	.....	No Report.	.....	Report.	.....	.....	.....	.....	.....	.....	.....
Pearson Street Primary .....	.....	.....	.....	.....	38	58	81	110	103	126	516
Elizabeth Street Primary .....	.....	.....	.....	.....	74	78	74	79	79	98	487
Rolling Mill Primary .....	.....	.....	3	6	20	20	19	26	27	30	151
DeKoven Street Primary .....	.....	.....	.....	.....	.....	.....	.....	16	35	125	176
Total	245	295	705	1119	1426	2014	2 35	2580	2563	3123	16705

TABLE No. VII.

SCHOOLS.	No. of Pupil- s Enrolled after deducting those re- ceived from other Public Schools.	No. of Pupils born in the United States.	No. of Pupils of Foreign Birth.	Average Number Belonging for the year.	Average Daily Attendance for the year.	Per cent. of Attend- ance on Average.	No. Pupils who have not lost their Member- ship in the School during the year.	No. Pupils who have not been Absent a Single Half-Day du- ring the year.	No. Pupils who have been neither Absent Half-Day during the year.	No. Pupils who have not been Tardy du- ring the year.	No. Pupils who have been Members of the School less than Four Consecutive Weeks during the year.	Whole Number of Admissions du- ring the year.	No. of Suspensions for Irregularity of Attendance.	No. Special Suspend- ions for Misconduct.
High.....	490	444	42	420.6	408.0	97.0	302	88	81	270	110	110	0	2
Dearborn.....	1189	1050	139	614.2	581.5	94.7	110	7	3	42	106	591	166	13
Jones.....	1102	972	130	646.9	630.4	97.4	297	80	18	60	78	451	46	27
Scammon.....	1290	1171	119	893.3	878.5	98.4	341	108	81	139	98	402	63	10
Kinzle.....	1361	1225	136	1004.2	948.9	94.5	273	13	8	97	112	665	285	14
Franklin.....	1923	1693	230	1263.8	1251.1	98.5	407	72	89	78	103	723	98	82
Washington.....	2063	1632	431	1291.6	1149.8	95.6	335	49	37	100	161	613	185	17
Moseley.....	1370	1262	108	830.0	891.6	96.0	338	34	20	115	65	464	95	22
Brown.....	1476	1409	67	882.1	848.2	96.3	380	53	41	139	102	363	126	2
Foster.....	2654	2109	545	1438.0	1407.1	97.9	390	103	79	148	256	954	191	48
Ogden.....	1080	987	93	724.3	688.5	95.1	294	15	12	106	56	332	130	7
Newberry.....	2274	1929	345	1350.2	1324.2	98.0	392	37	22	152	173	1258	424	45
Wells.....	1447	1214	233	894.5	859.5	96.0	335	24	12	70	115	570	115	13
Skinner.....	2122	1906	216	1207.0	1154.4	96.0	304	34	18	146	69	722	164	8
Haven.....	1562	1388	174	1006.2	965.8	96.0	349	24	18	169	198	483	208	97
Cottage Grove.....	849	759	90	511.6	488.8	95.5	163	11	8	51	92	344	51	7
Holsten.....	1007	822	185	487.2	460.1	94.4	102	8	4	24	143	453	152	1
Holstein.....	88	79	9	54.2	52.3	95.4	12	0	0	5	6	88	10	2
Walsh Street.....	838	609	229	478.6	460.1	96.1	252	8	6	25	55	501	53	2
*Dore.....	845	651	167	1190.2	1159.0	97.4	100	45	28	113	71	416	92	13
+Carpenster.....	311	224	87	845.7	808.0	95.4	295	12	9	36	79	45	42	1
Pearson Street Primary.....	865	687	178	506.8	498.2	98.2	152	29	10	31	46	366	92	11
Elizabeth Street Primary.....	840	770	70	501.2	477.6	95.3	140	11	3	52	78	321	72	11
Rolling Mill Primary.....	314	288	27	176.1	169.8	96.5	38	5	0	1	75	197	44	3
DeKoven Street Primary.....	366	235	128	427.2	418.0	97.8	63	21	13	25	61	130	37	9
Total.....	29951	25688	4266	19391.7	18979.4	96.4	6134	841	570	2195	2337	11567	2946	847

* Opened January, 1868.

+ Opened May, 1868.

\$ Opened February, 1868.

The Average Number Belonging and the Average Daily Attendance given in this table is, in each case, for the time the school was open, and not the average for the year, as in the other tables previously given.

PUPILS DISTINGUISHED FOR PUNCTUALITY.

NOT ABSENT NOR TARDY.

FOR FIVE CONSECUTIVE YEARS :

Scammon School — Bertha Schenckowitz.

Newberry School — Maggie Kemper.

FOR FOUR CONSECUTIVE YEARS :

Scammon School — Adeline Schenckowitz.

Wells School — Sophia Zincke.

FOR THREE CONSECUTIVE YEARS :

High School — William H. Beidler, Frank A. Bradley, Minnie Cruikshank, Fannie Fennimore, Frank N. Gage, Alice Hill, Carrie Hull, Victor F. Lawson, Marilla A. McMillan, Louis Shaw, Ella A. White — 11.

Scammon School — Matilda Jacobs, August G. Schenckowitz — 2.

Brown School — Hattie Peck.

FOR TWO CONSECUTIVE YEARS :

High School — George L. Abbott, Clara Baker, Josie E. Balkam, Samuel M. Booth, Fred. Bradley, Emily M. Carlisle,

Frederic Crumbaugh, Azubah T. Dodge, Edgar E. Gibson, Emma J. Jenness, Sarah McEvoy, Stuart F. Merchant, Emily S. Merriman, Ella Moore, William Rudd, Helen D. Shipman, Calvin J. Stambaugh, Charles W. Turner, Mena C. Wehrli, Emeline A. Wilce — 20.

Jones School — Augustus R. Ribolla.

Scammon School — Amelia Brown, Nettie Howe, Emma Jones, Georgianna McAuley, Emma McGovern, Clarence Patch, Willie Schumacher, Olive White, Sarah Williams — 9.

Kinzie School — William Geselbracht, Julius Woltz — 2.

Franklin School — Elliott Brodie, John Collins, Michael Clifford, Lizzie Dunn, Christian Schwartz — 5.

Washington School — Alice Miller, Eddie Swift — 2.

Mosley School — Lizzie Nash, French Moore — 2.

Brown School — Annie Caldwell, Etta Rambo — 2.

Foster School — Furman Hand, Sarah Jehl, Mary Pagel, Daniel Robertson — 4.

Newberry School — Kate Cahill, Bessie Forrest — 2.

Skinner School — Thomas Blayne, William Kane, Hattie Price — 3.

Haven School — Charles Jubitz, Edward Weller, Frederic H. E. Winning, Emma L. Winning — 4.

Dore School — Katie Savor.

Elizabeth Street Primary — Minnie Ronda.

DURING THE PAST YEAR :

High School — Geo. L. Abbott, John B. Adams, Chas. E. Aiken, Cornelia Anderson, Georgiana Andruss, Clara Baker, Lucy Baker, Josie Balkam, Sarah A. Barker, Maggie Batchel-

der, William H. Beidler, Thomas A. Blair, Samuel Booth, Frank Bradley, Fred. Bradley, Eliza J. Campbell, Emily M. Carlisle, Louise Chandler, Augustus Chatterton, Lillie E. Cole, Anna A. Cook, Minnie Cruikshank, Frederic Crumbaugh, Azubah Dodge, Edward Dowe, Sarah A. Downs, William W. Evans, Fannie Fennimore, Celia S. Flagg, Edward Fox, Willard Fuller, Frank Gage, Edgar Gibson, James Goldie, Walter S. Haines, Maggie Hawkins, Arnold N. Heap, Alice M. Hill, Dean Hill, Emma M. Howard, Carrie Hull, Emma Jenness, S. Ellen Kirk, Victor F. Lawson, Ella W. Livermore, Carrie L. Luther, Sarah McEvoy, Dora A. McGee, Anliza McGovern, Marilla McMillen, Stuart F. Merchant, Emily S. Merriman, Ella Moore, Sarah A. Patterson, Geo. C. Peckham, Henry A. Phillips, Amelia M. Platt, Fannie A. Pratt, Wm. W. Rogerson, Wm. Rudd, Natalie Schenckowitz, Frank Scoville, Frank Seifried, Louis W. Shaw, Grace M. Sherwood, Helen D. Shipman, Nellie Stearns, Calvin J. Stambaugh, Anna Steiger, Winnie Throop, Rebecca S. Titsworth, Chas. W. Turner, Ella B. Turner, Mena C. Wehrli, Lydia Wells, Julia West, Sylvester Wheelock, Ella A. White, Fannie White, Sarah White, Emeline A. Wilce — 81.

Dearborn School — Charles Kopsell, Frank Crow, Rudolph May — 3.

Jones School — Clara I. Beers, Louise Bischoff, Augustine Constantine, Frank Conrick, Mary Dermody, Lena Frieberger, John Horlacher, Charles Householder, Alice M. King, Douglas King, Francis B. Law, Frederick Leonhardt, Louis Letterman, George C. Pfeifer, Augustus R. Ribolla, Charlotte M. Ribolla, Ella J. Tucker, Josephine Walters — 18.

Scammon School — Llewellyn Arnold, Nelly Barry, Josephine Blazey, Albion Blazey, Lizzie Brown, Amelia Brown, Dean Bryan, Lena Buechel, Mary Campbell, Alfred W. Carlisle, Myrtilla Colbert, Annie Collis, Mattie Covel, Mary Coyle, Etta B. Downs, Clara Downs, Ella Edwards, Wm. A. Edwards, Fanny Friedman, Harriet Green, Katie Guinther, Louis Guth, Emma Hermann, Mary Higgins, Nettie Howe, Robert Howe, Thos.

Ingram, Matilda Jacob, Frank Jacob, Emma Jones, Nettie Jones, Frances Kaltenbach, Lizzie Kaltenbach, Ida Keaho, Anna Krauspe, Ella Lamb, Amelia Lane, Frederic Lochbiler, Elsa Loomis, Albert C. Magnus, John Maher, Frank Manahan, Mary R. Mason, Georgianna McAuley, Emma McGovern, Laura McGovern, Ransom Park, Ella Parkinson, Clarence Patch, Henry J. Pratt, Austin Reid, Julius Schafer, Adeline Schenckowitz, Fanny Schenckowitz, August Schenckowitz, Bertha Schenckowitz, Wm. Schumacher, Julia Shaw, Simon S. Stein, Henry Stiefel, Frank Sturtevant, George Strehl, Henry Strehl, Mason Swenk, Charles Swenk, Lizzie C. Thomas, Lizzie Thomas, Emma Tucker, Sarah Tucker, Wm. Tucker, Lizzie Van Duzer, Jessie Van Velzar, George Verity, Julia Walsh, Olive White, Bruce C. White, Willie Whitney, Fannie Whitney, Sarah Williams, Dora Windeguth, Amelia Windeguth — 81.

Kinzie School — William Geselbracht, Mina Kolmar, Janet Milne, Sophia Schaub, Austin Sexton, Louis N. Sexton, Geo. Sullivan, Julius Woltz — 8.

Franklin School — Elliott Brodie, Lucy Brink, John Collins, Michael Clifford, Hannah Clifford, John Cawthorne, Elizabeth Coffee, Fred. DeGolyer, Charlotte Delaney, Lizzie Dunn, Lizzie Deverman, James Donegan, Alexander Elder, John Glockler, John Guengeuch, Carrie Harms, Charles Held, Katie Hunton, Charles Huscher, Henrietta Harms, Maria Jensen, Mary Keohane, George Moore, Jennie Nilen, Hattie Pottle, Minnie O'Connor, Christian Schwartz, Michael Sullivan, Frank Schumacher, John Schneider, Charles Schween, Henry Schadosky, Mary Schlotthauer, John Rehille, Willie Taylor, Louisa Teare, Lizzie Thamerus, Frank Weisroc, Albert Wuest — 39.

Washington School — Ella Birkland, Agnes Cockfield, Mary Cureton, Conklin Frazier, Lizzie Gibbons, Frank Gray, Wm. Griffith, James Gibson, Jeannette Gilmore, Eddie Hitchcock, Henry Harmann, Emma Harmann, Lillie Hill, John Jones, George Jones, Hattie Jacobus, Ida Knudson, Anne Lynam,

Hilda Lawrence, Clara Lantry, Alice Miller, August Michel, Charlotte Moody, Rosa Nowak, Lucy Orcutt, Andrew Oleson, Vina Oleson, Emily Price, Frank Palmgree, Christian Russel, Edward Swift, Carl Stromgren, Georgiana Smith, Berg Sampson, Jessie Sleight, Alfonse Wattier, Alexander Watson — 37.

Moseley School—William Boyce, Lizzie Fleming, Willie Garnet, Emma Keith, Walton Lawrence, Carrie Mahla, Wm. A. May, Rosina Moore, Daniel Moore, French Moore, Lizzie Nash, Edgar Nixon, Katie Organ, John C. Pringle, Betsy Randall, William Sterling, John Soames, Ella Squires, Arthur Woodruff, Samuel Wright — 20.

Brown School—Celia Allen, Clara Appel, Emily Brine, Bradley Bates, Ida Boyd, Rachel Booth, Anna Caldwell, Maggie Cossitt, Emma Dobson, Harry Glazier, Mattie Glazier, Melancthon Helm, Walter Huntley, Brainard Honsinger, Ella Jones, Emma Mason, Kittie Moore, Ellen Mortall, Fannie McIntosh, Kate McClure, Charles Miller, George Morgan, Walter McConike, Hattie Peck, Charles Peck, Etta Rambo, Otto Rewalt, Minnie Southgate, Lulu Stevens, Minnie Stewart, Ella Stinson, John Stewart, Alexander Stewart, Julia Thompson, Belle Thompson, Charlie Wheadon, Judson Willard, Albert Wolf, Anna York, Christina York, Amil Yonker — 41.

Foster School—Pauline Alt, John Batterman, Edward Bader, Amelia Bernhardt, Robert Butler, George Bader, Agnes Bouchard, Frank Baker, Mary Conners, Jacob Doctor, Julia Flanigan, Henry Fox, Otto Furst, Addie Fennimore, Lillie Friend, Henry J. Friend, Thomas Fleming, Elizabeth Gunton, Charles Gooding, Henry Griesmer, Sophia Gunton, Nelson Hand, John Horne, Isabella Horne, Furman Hand, Henry Huth, William Hayman, Eva Hildreth, Mamie Harris, Sarah Jehl, Jennie Johnson, Milton Johnson, Annie Kelly, Wm. Lelianthe, John Lamb, Louisa Lee, James Morava, Thomas McMillan, Hattie Muirhead, Mary Moran, Margaret McCarthy, August Martin, Edward McLinden, Frederick Miles, Thomas McManus, Frank Nehrath, Charles Newark,

Charles Nichols, Samuel Oexschel, Sarah Oexschel, Michael O'Connor, Mary Pagel, Mena Pagel, John Robb, Thomas Rutherford, David Rutherford, Wm. Reeder, Fremont Romeiss, Daniel Robertson, Charles Roth, Wm. Robertson, Cornelius Ryan, Annie Riley, Henry Steinhagen, Christina Sedere, Herman Schlause, Emma Schrumpf, Frederic R. Schock, Edward Sorge, Edward Taylor, John Tonies, Clara S. Toner, Ceylon B. Taylor, Alice Verbitska, Lizzie Williams, Anthony Willik, Joseph Weber, George A. Webb, Sarah Walters — 79.

Ogden School—Charles Anthony, Emmett L. Beatty, Frederick Baker, Willie Lerow, Robert Langhenrich, Bertha Langhenrich, Henry Mühlke, Thomas Prindiville, Joseph Skleebe, Louisa Schmutz, Henry Waldhauser, Josephine Waldhauser — 12.

Newberry School—Katie Allbright, Annie Baker, Fredrika Bang, Katie Cahill, Bessie Forrest, John Forrest, Louisa Herrwagen, Christina Hushke, James C. Hutchins, Maggie Kemper, Anna Kempet, Lizzie Kraber, Louisa Lamott, Emily Long, Katie Mart, Harry Merrill, Lawrence Miller, Lillie Mullins, Robert Rattray, Jacob Steinmuller, Alonzo Williams, William Zell — 22.

Wells School—Louisa Affeld, Lizzie Compton, Albert Fisher, Barbara Filtz, George Hills, August Koegel, Joseph Mohr, Frederick Pittack, August Walters, Ida Waite, Sophia Zincke, Rosa Zincke — 12.

Skinner School—Willie Anderson, William E. Blair, Emma Buck, Thomas Blayney, Jessie C. Clark, Charles Creighton, Arthur B. Coughlin, Charles Dabb, Charles Dickinson, Josiah Fieldhouse, Clara Hart, William D. Kane, Stephen Maynard, Louise M. Merrill, Charlotte J. Mitchell, Hattie Price, William Templeton, Marietta Ward — 18.

Haven School—Frank Booth, William Cannery, John Curran, Jane Delap, Albert P. Green, Minnie Hills, William Holton, Charles Jubitz, Sarah J. Kaiser, James Magee, Adam

Miller, Thomas Moriarty, Benedict Roop, Patrick Scanlon, Jennie Spratt, Edward Weller, Frederick H. E. Winning, Emma L. Winning — 18.

Cottage Grove School — Charles H. Besly, Elbert Besly, Nancy Bates, Anna Bradley, Edgar Chapman, Minnie Mendenhall, James Pendry, Fannie E. Roy — 8.

Holden School — Annie Canavan, Frank Johnson, Mary A. Kessler, Edward Murphy — 4.

Walsh Street School — Carrie Court, Louisa Reef, Willie Soldwish, August Westfall, Prada Winkelman, Bertha Winkelman — 6.

Dare School — Mary Buckley, Anna Cihler, Louis Ernst, Freddie Grove, Edward Herbertz, Josie Harris, Robert Hastings, Mena Hooper, Anna Jacobs, Anna Kilie, Mary Kilie, Julia Kilie, Esther L. Kehoe, Lizzie Loomis, Emma Matichoven, John Mala, Charlotte Paul, Wm. Patchell, Mary Robertson, Volney Richardson, George Rankin, John Ryan, Carrie Slosson, Kate Savor, Jessie Telford, Mary Vranck, Willie Winchester, Julia Warner — 28.

Carpenter School — Mary Anderson, Richard Furlong, Ernest Grey, Kate Gegenheimer, Bridget McDonald, Joseph Maurition, Alfred Olsen, Robert Pate, John Walton — 9.

Pearson Street Primary School — Joseph Colford, Josephine Jackson, Carrie Johnson, Katie Kennedy, Athos Marodel, Freddie Nelson, Josie Olin, Herman Schutt, Albert Woetzel, Gustavus Zeller — 10.

Elizabeth Street Primary School — George Hazlitt, Willie Meineke, Minnie Ronda — 3.

DeKoven Street Primary School — Annie Baval, Emma Beutler, John Campbell, Catharine Doarx, Herbert Gulbrandson, Otto Legran, Bohemial Legran, Louis Melka, William Noblett, Joseph Skala, Raymond Shear, John Vranck, Charles F. Williams — 13.

ADDITIONAL, NOT ABSENT.

FOR FIVE CONSECUTIVE YEARS :

High School — Natalie Schenckowitz, Calvin J. Stambaugh — 2.

FOR FOUR CONSECUTIVE YEARS :

High School — M. Francis D'Wolf, Edward L. Stahl — 2.

FOR THREE CONSECUTIVE YEARS :

High School — Anna A. Cook.

Franklin School — Katie Nilen, John Collins, Lizzie Dunn — 3.

Foster School — Edward Taylor.

Haven School — J. Henry Brooks.

FOR TWO CONSECUTIVE YEARS :

High School — Maggie T. Hawkins, Arnold Heap, Amelia Platt, Willard Fuller — 4.

Jones School — Charlotte M. Ribolla.

Scammon School — Louis Guth.

Kinzie School — George Rietz.

Franklin School — James Donegan, Emma Huscher, Ida Schwartz, Wm. Taylor — 4.

Moseley School — Joanna Roche, William H. Woodward, Samuel Wright — 3.

Brown School — Edmund Henderson.

Foster School — Joseph Leavley, Hamilton Stephens, Sarah E. Tonies — 3.

Skinner School — Fannie Dickinson.

Pearson Street Primary School — James McComb, Zoe Marodel — 2.

FOR THE PAST YEAR :

High School — Charles W. Bowman, Maurice Colbert, Mary Frank D'Wolf, John Kidston, George M. Moulton, Edward L. Stahl, Abbie G. Wells — 7.

Dearborn School — Charles Baker, Harry Daggett, Carrie Hill, Emma Hastings — 4.

Jones School — Walter Arnold, Michael J. Corrigan, Pauline Friend, Charles W. Fulton, Amelia Goins, Melinda Hammond, George Hiller, George Hammond, Nancy Lewis, Mary O'Connor, William F. Pierce, Ada Pleasant — 12.

Scammon School — George Baudle, Frank Baudle, Gary Beckwith, Charles Buechel, Lizzie Burrowes, James C. Campbell, Mary J. Darrow, Wm. Dawson, Henrietta D'Evers, Henry S. Dwight, Wm. Ethridge, Maggie FitzGerald, Frank Howes, Harry Hull, Ella Kehoe, Rosa Leopold, James Malala, John McCauley, John McDermott, Henry Neuberger, Sophia Orb, Henrietta Reid, Frank Reid, Joseph Schneider, George Smail, George Walz, Lizzie Yuste — 27.

Kinzie School — Emma Bills, Robert Ennis, Wm. Gatton, George Rietz, Joseph Sexton — 5.

Franklin School — Alfred Bigelow, August Bielefield, Eddie Blum, Frank Boerner, Lydia Busch, Patrick Dougherty, Charles DeLang, Wm. Deuches, James Eleber, Kate Flaherty, John Garrigan, Mary Hawthorne, Joseph Haas, Henry Henly, Eddie Hopper, Emma Huscher, George Hopper, Henry Hussis, Albert Jancovius, Katie Kasper, John Mulligan, James McGowan, James Mulligan, Maggie McKeon, Conrad Metzner, Katie Nilen, Richard Orpen, Henry Piggotte, James Richards, Ida Schwartz, Kittie Shea, Albert Schoenbeck, Alice Talbot — 33.

Washington School—Amelia Anderson, Henry Achoff, Lizzie Ford, James Frazier, Henry Glade, Dora Laing, Mary Niemster, Olef Oleson, Frank Perl, James Speer, Mary Scanels, Jennie Shirrard — 12.

Moseley School—Mary Blatony, Jennie Carlisle, Fred. Gibbs, George Gibbs, Susie Graham, George Kirchway, Wm. McCarthy, Helen Nash, Joanna Roche, Julia Roche, Mary Roche, Edgar C. Rose, Charlie Wheelock, Wm. H. Woodward — 14.

Brown School—Martha Bell, Anna Juergens, Maria Wheaton, Robena Wilson, Edward Baker, Charles Bickford, George Babbitt, George Daymant, Hamilton Farrar, Arthur Hebard, Edward Henderson, Addison Rowley — 12.

Foster School—Lizzie Atkins, Aaron Blaisdell, Thomas Baldwin, Arthur Bocking, Ella Chilons, Laura Colby, Lizzie Considine, Thomas Dwire, Annie Fishman, Emma Hummel, Elizabeth Hoiler, James Johnson, Emma Kuhardt, Sophia Kehr, William Kreig, Joseph Leavley, Hattie Merritt, Lester Parker, Hamilton Stephens, Charles Schoning, Sarah Tonies, Mary Trimner, Sarah Weiman, Louis Ozeke — 24.

Ogden School—John Plugge, Fred Schmidt, Henrietta Turner — 3.

Newberry School—Emma Apfel, John Childs, Charles Green, William Hegman, Frank Honert, John Johnson, Wm. Miller, Emil Riehm, Mary Ruddy, Emily Rudolph, Alfred Stubbe, Otto Stubbe, Adolph Stupe, John Wadington, Louisa Wadington — 15.

Wells School—James Baird, Emil Fisher, Charles Gastfield, Nicholas Hoalinder, Susie McWade, Louisa Pittack, Albert Schreiber, Henry Schrum, William Schrum, Rosa Schultz, George Thompson — 11.

Skinner School—Everett Archibald, Frank Beidler, Mary Britton, Walter Clark, Henry Dobb, Fannie Dickenson, Nellie Dulston, Luella Dean, George Goodspeed, Fannie Goodspeed,

Moses Greenbaum, Lincoln Hagerty, Lincoln Hungerford, Bavier Miller, Agnes Rankin, Anna Ronda — 16.

Haven School—John Henry Brooks, Robert M. Marshton, August Perlewitz, Oscar Schumperli, Charles J. Smith, Ellen Weller — 6.

Cottage Grove School—James E. Cadigan, Ida A. Chapman, Wm. Muir — 3.

Holden School—David Cushing, Minnie Cushing, Patrick Donohue, Wm. Murphy — 4.

Walsh Street School—Fred. Pactus, Christopher Tegtmeier — 2.

Dore School—John Allen, Annie Glenn, Daniel Graff, Joseph Harris, Sarah Harp, Lillie Inman, Agnes Macalister, Annie Marks, Olga Ruthenberg, Eliza Ransom, Jennie Strickland, Robert Strickland, John Strickland, Richard Schuman, Robert Stahl, John Scrivens, John Sharp — 17.

Carpenter School—Timothy Cevak, John Drysdale, Ellen Flannagan — 3.

Pearson Street Primary School—William Baer, Lawrence Colford, Minnie Clifford, Patrick Clifford, James Colford, Annie Grant, Freddie Green, Thomas Kilfril, James McComb, Patrick McSweeney, Harry Moor, David McComb, Zoe Handel, Gustavus Nelson, Richard O'Hiel, Celia Smith, Willie Sprenghorn, Martin Vaughan, Julius Woetzel — 19.

Elizabeth Street Primary School—Anna Appleby, Carrie Parsons, Annie Shaw, Mary Twist, J. Hubbard Wilson — 5.

Rolling Mill Primary School—Eliza Foreman, Fanny Kirkpatrick, Sarah Meads, Kate Perkins, Frank Perkins — 5.

De Koven Street Primary School—John Goranda, Maggie Myers, Charles Oleson, Joseph Stark, Mary Snapper, Annie Stehlik, James Wallis, Theodore Wavarinkova — 8.

SCHOOL FINANCES.

I. SPECIAL FUNDS.

MOSELEY BOOK FUND.

In 1856, a fund of \$1,000 was established by the late FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text books for indigent children attending the Public Schools. During the year 1867 a bequest of \$10,000, made by Mr. Moseley, was added to this fund, so that the total fund now amounts to \$11,000.

JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

NEWBERRY FUND.

In 1862, WALTER L. NEWBERRY, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Newberry School, in procuring text books for indigent children, school apparatus, books for reference, etc.

FOSTER MEDAL FUND.

In 1857, Dr. JOHN H. FOSTER established a fund of \$1,000, the avails of which are expended in procuring medals and other awards of merit for the most deserving pupils attending the Grammar Departments of the District Schools.

BRYANT AND STRATTON SCHOLARSHIPS.

In 1859, Messrs. BRYANT, BELL AND STRATTON donated one Life Scholarship in their Commercial College, to the most deserving pupil in Scholarship, Deportment and Attendance, in the Master's Division of each of the District Schools, annually, for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

PORTER TELEGRAPH COLLEGE SCHOLARSHIPS.

In 1867, E. PAYSON PORTER, Esq., donated one Life Scholarship to the graduating class of each of the District Schools, and one Life Scholarship to the graduating class of each Department of the High School, annually for the period of ten years, to be awarded to the pupil in each class whose average for the year is the highest among those who have been neither absent nor tardy during the year.

CARPENTER FUND.

In 1868, PHILO CARPENTER, Esq., established a fund of \$1,000, the interest of which is to be applied for the benefit of the Carpenter School, in purchasing reference books and apparatus for the School.

HOLDEN FUND.

In 1868, C. N. HOLDEN, Esq., placed in the hands of the Secretary, One Hundred Dollars, with instructions to draw on him annually for a similar amount for ten years, unless One Thousand Dollars is sooner placed at the disposal of the Board, to be expended for the benefit of the Holden School, as follows: eight-tenths of the amount to be used in the purchase of text books for deserving and needy children attending the

school, who are not able to supply themselves; the remaining two-tenths, together with all not expended for text books for needy children, to be used in the purchase of books for prizes.

II. GENERAL FUNDS.

* SCHOOL FUND PROPER.

The amount of real estate now belonging to the School Fund, within the limits of the city, is appraised at		\$651,206.67
Amount of real estate outside of the city		43,375.00
Money loaned — Principal		52,040.00
Wharfing Lot Fund		61,129.00
Total School Fund,		\$807,750.67

SCHOOL TAX FUND.

Amount of Two Mill Tax levied	\$387,486.99
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RECEIPTS.

SCHOOL FUND INCOME.

Rents	\$33,098.20
Interest	8,161.95
State Dividend — Balance of Tax of 1866	6,907.51

SCHOOL TAX FUND.

Amount of Two Mill Tax of 1867, collected	\$356,886.92
Amount of Three Mill Tax of 1866, collected	14,387.78

* These valuations were made in 1865, by appraisers appointed by the Common Council. Another appraisal will be made in 1870, when they will be very materially increased.

SCHOOL CONSTRUCTION BONDS.

Avails of sale of Bonds under Act March 9, 1867 \$298,158.05

EXPENDITURES.

The annexed table gives a detailed statement of the several items that make up the current expenditures for school purposes in each of the schools, except the evening schools, for the past year.

The salaries of teachers are made up for the year ending July 3, 1868, all of the other financial figures are for the fiscal year ending March 31, 1868.

TABLE SHOWING THE CURRENT EXPENDITURES FOR EACH SCHOOL, DURING THE YEAR,
COST PER PUPIL FOR TUITION, ETC.

SCHOOLS.	No. Teachers.	Average No. of Pupils during the year.	Amount paid for Tuition during the year.	Cost of Tuition per Pupil on Average.	Amount paid for Fuel during the year.	Amount paid for Janitors, and for Cleaning School Buildings during the year.	Amount paid for Repairs, Supplies, Office and other Expending during the year.	Total Amount paid out for the support of the year.	Cost per Pupil Amount.	Six per cent. Interest upon Value of the School Property.	Total Cost of Instruction, including Six per cent. Interest on Value of School Property.	Cost per Pupil, including Six per cent. Interest on Value of School Property.	per cent. Interest on Value of School Property.
High	14	421	\$23501.61	\$56.04	\$896.53	\$775.00	\$2392.55	\$27615.69	\$5.60	\$3858.50	\$31484.19	\$74.75	34.31
Dearborn	14	614	10913.50	17.77	204.62	579.00	1075.33	12802.45	20.95	8220.00	21082.45	34.31	28.82
Jones	14	647	10722.77	16.67	816.38	624.00	1200.50	13303.95	20.66	5280.00	18583.95	28.82	19.92
Scammon	19	893	11491.34	* 12.87	638.63	692.00	1440.97	12755.94	15.95	3820.50	17786.44	20.02	20.02
Kinzie	22	1004	14670.55	14.61	684.49	760.00	1951.88	18046.92	17.97	2082.00	20128.92	21.26	21.26
Franklin	29	1270	18963.73	14.93	1136.30	1187.00	3352.46	24039.49	19.40	2484.00	27123.49	21.49	17.49
Washington	19	104	16233.71	13.50	506.67	1045.00	2456.35	20631.73	16.91	1878.00	22209.73	24.17	24.17
Moseley	18	930	13050.78	14.03	885.24	1067.99	2611.66	17615.67	18.94	4850.00	22475.67	20.59	20.59
Brown	20	882	11996.60	13.71	729.39	819.55	1538.50	13104.04	17.12	3057.60	18161.64	20.17	20.17
Foster	23	1438	20291.20	14.11	918.39	1156.00	3549.70	25918.38	18.02	3090.00	29008.38	21.89	21.89
Ogden	12	724	10179.69	14.06	714.71	808.50	1272.31	12975.41	17.92	2874.00	15849.41	22.49	22.49
Newberry	27	1380	19242.17	13.94	1953.17	1062.34	3047.64	25246.31	18.29	3720.00	28966.31	22.61	22.61
Wells	17	895	12760.38	14.25	1285.04	1219.32	2168.77	16636.44	18.59	3609.00	20236.44	23.07	23.07
Skinner	24	1297	18364.21	15.21	1411.44	976.30	2532.60	18375.65	18.26	4575.00	22950.65	22.82	22.82
Haven	18	1006	1977.82	13.85	861.93	922.00	980.92	9297.03	18.16	1710.00	11007.03	21.50	21.50
Cottage Grove	13	512	7222.30	14.07	571.92	409.00	709.19	8211.47	16.86	420.00	8631.47	17.72	17.72
Holten	16	457	6851.33	14.10	241.35	215.00	100.70	2005.33	38.81	240.00	2335.33	43.25	43.25
Holstein	2	51	1680.35	31.11	96.48	281.00	88.86	8060.41	16.83	1290.00	930.41	19.56	19.56
Walsh Street	9	478	6205.00	12.98	437.35	531.00	1657.36	13650.09	17.72	2340.00	14990.09	21.00	21.00
Hore	23	714	9426.78	13.20	1091.15	474.90	202.66	2737.17	16.61	744.00	3501.17	21.09	21.09
Carver	16	563	2554.51	15.39	486.19	635.00	776.54	8057.96	15.93	1885.50	9943.46	19.61	19.61
Pearson St. Primary	9	507	6279.23	12.38	472.50	536.00	713.31	8147.81	16.26	2043.00	10190.81	20.35	20.35
Elizabeth St. Primary	9	501	6426.00	12.82	472.50	536.00	713.31	8147.81	16.26	2043.00	10190.81	20.35	20.35
Boylston St. Primary	5	176	2513.78	14.85	253.48	336.50	368.70	3572.51	20.30	600.00	4172.56	23.69	23.69
DeKoven St. Primary	9	214	2117.34	11.29	46.00	49.00	474.62	2986.96	13.95	Rented.	2986.96	13.95	13.95
Total	401	18322	\$278133.06	\$15.18	\$17499.35	\$1277.73	\$3091.06	\$352001.80	\$19.21	\$69072.60	\$421074.40	\$22.98	\$22.98

* Two Divisions of the Seammon School constitute the School of Practice, under the direction of the Training Teacher, Miss N. Ella Flagg, assisted by Pupils of the Senior Class of the Normal Department. † Opened January 6, 1898. ‡ Opened May 6, 1898; therefore there are no entries under the head of Teachers' Wages and Fuel, as all the expenditures, except for Teachers' Salaries, are made up only to April 1, 1898. § Opened February, 1898.

PERMANENT IMPROVEMENTS.

PAID OUT OF SCHOOL TAX FUND.

Some items have been included under this head which, although not permanent improvements, could not be properly classified under the head of Repairs and Supplies in estimating the current expenses of the schools. The amount paid out for erection of new buildings during the year can be found in the Report of the Auditing and Finance Committee, page 90.

HIGH SCHOOL :

Boiler House and Chimney	\$4,686.70	
Steam Heating Apparatus	4,700.00	
Sewer	139.00	
Furniture	781.38	
Weather Strips	266.81	
	<hr/>	\$10,573.89

JONES SCHOOL :

New Sidewalk,	\$213.75	
Surveying new School Site	25.00	
	<hr/>	238.75

SCAMMON SCHOOL :

Lumber for new Outhouses, Paint- ing, etc.	\$689.59	
Furniture	357.50	
Gas Service Pipe	52.00	
	<hr/>	1,099.09

FRANKLIN SCHOOL :

Sewer	\$98.80	
Advertising for bids for erecting New Building	26.43	
	<hr/>	125.23

WASHINGTON SCHOOL :

Furniture	\$410.00
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MOSELEY SCHOOL :

Furniture	239.40
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BROWN SCHOOL :

Lumber for New Fence, repairs to Outhouses, Painting, etc.	516.11
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FOSTER SCHOOL :

Lumber for New Fence, Repairs, Painting, etc.	\$537.29
New Furniture to replace smaller size of Furniture removed to other Buildings	611.60
Weather Strips	259.22
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	1,408.11

OGDEN SCHOOL :

New Radiator and changes in Boiler	\$11.25
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NEWBERRY SCHOOL :

Furniture	\$628.35
Weather Strips	226.62
	<hr/>
	\$854.97

WELLS SCHOOL :

Changes in Heating Apparatus	\$1,568.90
Ventilator	146.00
Bracing Roof	52.00
Painting Fence and Outhouses,	239.17
Lightning Rods	132.82
	<hr/>
	2,138.89

HAVEN SCHOOL :

Change in Outhouse Vault	375.00
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COTTAGE GROVE SCHOOL:

Fences and Sidewalks	\$366.64
Furnace	634.67
Lightning Rods	93.84
Weather Strips	98.79
Introducing Water	153.00
New Chimney for Reception room	61.00

 \$1,407.94

HOLDEN SCHOOL:

Furniture (payment on contract)	\$2,500.00
Insurance on New Building	338.00
Laying Gas Pipe in New Building	379.77
Sidewalks	245.28
Lightning Rods	143.75
Introducing Water	275.85
Advertising for Bids	49.48
Posts for Fence	107.00

 4,039.13

WALSH STREET SCHOOL:

Furniture	\$977.95
Lumber for inside Sidewalks and Fence, and Painting Fence, etc.	376.17
Sidewalks (outside)	195.52
Weather Strips	109.36
Lightning Rods	91.31

 1,750.31

DORE SCHOOL:

Furniture	\$3,466.05
Lumber for Fences, Outhouses, Sidewalks, etc.	1,021.30
Sewers	559.50
Introducing Water	357.25
Lightning Rods	132.82
Ventilator	95.00
Insurance	242.00
Surveying Lot	12.00

 5,885.92

CARPENTER SCHOOL :

Furniture (payment on contract)	\$2,500.00
Laying Gas Pipe through Building	365.87
Filling Lot (in part)	225.00
Introducing Water	200.49
Posts for Fence	107.00
Insurance	331.00
Lightning Rods	135.70
Advertising for Bids	49.46
Surveying School Lot	12.00
Sundries	34.75
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\$3,961.27

HAYES SCHOOL :

Posts for Fence	\$107.00
Introducing Water	57.00
Insurance	226.00
Surveying School Lot	12.00
Advertising for Bids	25.00
Sundries	6.00
	<hr/>

433.00

PEARSON STREET PRIMARY SCHOOL :

Lumber for Fences, Sidewalks, etc.	\$466.57
Furniture	102.00
Weather Strips	105.88
Ventilator	85.00
Lightning Rods	91.54
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850.99

ELIZABETH STREET PRIMARY SCHOOL :

Lumber for Fences, Sidewalks, etc.	\$470.23
Introducing Water	189.60
Lightning Rods	91.30
Clocks	76.50
Weather Strips	78.18
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905.81

ROLLING MILL PRIMARY SCHOOL:

Lumber, Labor, and Material for		
New Building	\$3,271.23	
Furniture	280.00	
Stoves and Fitting up	106.38	
Sidewalks	134.64	
Lightning Rods	21.39	
	<hr/>	\$3,813.64

DEKOVEN STREET PRIMARY SCHOOL:

Furniture	44.00
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ELM STREET PRIMARY SCHOOL:

Lumber for Outhouses, etc.	\$670.45	
Sewer	288.10	
Ventilator	85.00	
Surveying School Lot	10.00	
Sundries	21.85	
	<hr/>	1,075.40

WENTWORTH AVENUE PRIMARY SCHOOL:

Surveying School Lot	\$10.00	
Water Permit, etc	5.60	
Posts for Fence	53.50	
	<hr/>	69.10

Total for Permanent Improvements,	<hr/>	\$43,027.20
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RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF CHICAGO.

BOARD OF EDUCATION.

THE following Provisions are contained in the City Charter :

The terms of office of the present members of the Board of Education shall expire on the second Monday of May next, and the Board of Education of the said city shall consist of sixteen School Inspectors, one to be selected from each Ward in said city, to be elected by the Common Council, on the second Monday of May next, 1865, or at its next regular meeting thereafter. The said Board shall be divided by lot, in the presence of the Common Council, into four classes; those of the first class shall vacate their seats at the expiration of the first year; those of the second class at the expiration of the second year; those of the third class, at the expiration of the third year; and those of the fourth class, at the expiration of the fourth year; and the Common Council shall annually, in the month of May, after the first Monday thereof, elect four Inspectors to succeed those whose term of office expires.

There shall be established in said city at least one common school in each school district, now or hereafter to be created, and free instruction within their respective districts shall be given in said schools to all children residing within the limits of the city, who are over the age of six years, and who may be sent to or attend such schools, subject to such rules as may be established by the Common Council, or the Board of Education, pursuant to the provisions of this act, and the act to which this is an amendment.

The Board of Education shall have power to admit to the public schools of said city, children residing within those towns of Cook County, which immediately adjoin the said city, upon such terms and conditions as said Board may prescribe.

It shall be the duty of the Board of Education to establish all such by-laws, rules, and regulations for their own government, and for the establishment and maintenance of a proper and uniform system of discipline in the several schools, as may, in their opinion, be necessary.

RULES AND REGULATIONS OF THE BOARD.

I. BOARD OF EDUCATION.

I. ORGANIZATION.

SECTION 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday succeeding the election of the Board by the Common Council.

SEC. 2. At the first meeting after the organization of the Board in each year, the President shall appoint, subject to the approval of the Board, the following Standing Committees, viz. :

Committee on School Buildings and Grounds, consisting of three members.

Finance and Auditing Committee, consisting of three members.

Committee on Text Books and Course of Instruction, consisting of three members.

Committee on Rules and Regulations, consisting of three members.

Committee on Apparatus and Furniture, consisting of three members.

Committee on Examination of Teachers, consisting of three members and the Superintendent.

Committee on the Appointment of Teachers, consisting of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member; also, the Special Committee on the School, to

which an appointment is to be made, and the Committee on the School from which any transfer is proposed to be made.

Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Finance and Auditing Committee, and one other member.

Committee on Medals and Rewards, consisting of three members.

Committee on Evening Schools, consisting of one member for each school opened.

Committee on German, consisting of three members.

Committee on Salaries, consisting of three members.

Committee on Publication, consisting of three members.

Committee on Music, consisting of three members.

Committee on High School, consisting of three members.

Committee of one for each of the District and Primary Schools.

SEC. 3. The Board shall hold its regular meetings on Tuesday following the last Friday of each month, at half past seven o'clock, P.M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any five members, left with the Secretary.

SEC. 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

SEC. 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

II. POWERS AND DUTIES OF THE PRESIDENT AND VICE PRESIDENT.

SEC. 6. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order:

Reports of Committees, to be called in order, except Committees on the District Schools.

Petitions and communications.

Reports and suggestions from the Superintendent.

Miscellaneous and unfinished business.

Reports from the Committees on the District Schools.

SEC. 7. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

SEC. 8. The President shall rise to address the Board, but may put a question, or read, sitting. He shall declare all votes, but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. All votes upon questions requiring appropriations of money, or the adoption of new text books, *must be taken by ayes and noes*, as provided by the charter; and on any other question, the ayes and noes shall be called when any member shall request it.

SEC. 9. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily; but he may state facts, and give his opinion on questions of order, without leaving the chair.

SEC. 10. A motion to adjourn shall always be in order, except when a member has the floor, or when a question has been put and not decided.

SEC. 11. The Vice President shall possess the powers and perform the duties of the President in his absence.

III. RIGHTS AND DUTIES OF MEMBERS.

SEC. 12. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

SEC. 13. No member, while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

SEC. 14. No member shall speak more than five minutes at any one time on any motion or order under discussion,

nor more than twice on the same question, without leave of the Board, nor more than once until all other members choosing to speak, shall have spoken.

SEC. 15. All resolutions offered by members of the Board shall be submitted in writing.

SEC. 16. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules, shall be decided according to well established parliamentary rules for the government of deliberative bodies.

IV. DUTIES OF STANDING COMMITTEES.

SEC. 17. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the buildings and their appendages, furniture and grounds belonging to the schools, and the repairs that may be needed ; to attend to the warming and ventilation of the several school houses ; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

SEC. 18. It shall be the duty of the Finance and Auditing Committee to receive and examine thoroughly the Monthly Report of the School Agent, and present the same to the Board ; also to report annually, at the regular meeting for the month of April, the condition of the School Fund, together with such recommendations as they shall think proper in connection therewith ; they shall also examine all bills charged to the School Tax Fund, and express their approval or dissent, as the case may require. All bills approved by the Finance and Auditing Committee shall be regarded as approved by the Board.

All orders drawn on the School Fund, and on the Moseley Book, Jones, Foster Medal, and Newberry Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

SEC. 19. It shall be the duty of the Committee on Text Books and Course of Instruction annually, at the regular

meeting next succeeding the school month of March, to make a report embracing such facts and suggestions in regard to Text Books and the Course of Instruction, as they may deem proper to present. At this meeting any member may propose any changes in Text Books that may seem to him proper and desirable. All propositions for changes in Text Books shall lie over for one month, and until the next regular meeting of the Board, when they shall be finally acted upon. It shall not be in order for any member of the Board at any other time to propose any changes in Text Books in use in the schools, except by a vote of at least two-thirds of all the members of the Board. No Text Book shall be considered as adopted, unless there be a concurrent vote of a majority of all the members of the Board in its favor. All changes in Text Books shall take effect only at the commencement of the Fall Term, unless it be otherwise ordered by a vote of two-thirds of all the members of the Board.

SEC. 20. It shall be the duty of the Committee on Rules and Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they deem expedient, and submit them to the Board.

SEC. 21. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture as they may deem expedient.

SEC. 22. It shall be the duty of the Committee on Examination of Teachers, upon the third Friday of each calendar month, to examine all candidates who may apply for situations in the Public Schools. Special examinations may be held whenever, in the judgment of the Committee, it is necessary. Candidates shall be examined in the absence of all spectators, except the members of the Board of Education.

SEC. 23. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of female teachers in the District Schools as the wants of the several District Schools may require, but no

transfer shall be made from any school without first notifying the Principal of said school. All appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and at the succeeding regular meeting the same shall be taken up as part of the regular business of the Board, and acted on by the confirmation or rejection of such appointments: *Provided*, that the Board may postpone the action on such appointments, from one meeting to another.

SEC. 24. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc., and they shall employ no janitor or engineer unless he shall furnish to the committee satisfactory evidence of capability to perform the duties required of him. They shall have power and authority to regulate, alter and prescribe the duties and compensation of the several Janitors of the Public Schools, and the duties and compensation of the Messenger in the Office of the Board, and of the carpenters and other workmen employed in and about the Public Schools.

SEC. 25. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in possession of the Superintendent, at least two weeks before the close of the Summer Term of the Schools. All medals shall be submitted to the Board for their inspection, and be approved by them before the auditing of the bills for the same.

SEC. 26. It shall be the duty of the Committee on Evening Schools to take the general charge and oversight of Evening Schools when appropriations are made by the Common Council for their support; to appoint the teachers of the same, and to fix their compensation; and to make a report to the Board of Education of the condition and wants of these schools.

SEC. 27. It shall be the duty of the Committee on German to take the general oversight of the instruction given in the German language in the District Schools, to examine all teachers who may apply for positions as teachers of German at such times as they may see fit, to recommend to the Committee on Appointment of Teachers such persons as they find best fitted to teach in the German language at any time when vacancies occur, and to report to the Board of Education each month the condition and wants of the German Department of the District Schools.

SEC. 28. It shall be the duty of the Committee on Salaries to recommend to the Board at any time such changes of salaries as they may deem advisable, and to consider and act upon any recommendations that may be made by the Committee on Appointment of Teachers, in cases of those teachers who come to our schools with much and successful experience in schools of like character elsewhere.

SEC. 29. It shall be the duty of the Committee on Publication to take the supervision of the publication of all reports, blanks, etc., issued by the Board of Education, to secure bids for such work, and to examine and recommend to the Auditing and Finance Committee all bills for such work done under their directions.

SEC. 30. It shall be the duty of the Committee on Music to arrange the number of lessons in music to be given to each school, and the length of the exercises. They may also, at their discretion, designate any of the regular teachers to give instruction in music to such divisions as they may appoint. They shall have authority to employ the Music Masters during a portion of their time in the instruction of teachers; and for the accomplishment of this object they may dismiss such Primary Divisions as they may deem best, not exceeding one hour in four weeks. It shall be the duty of all teachers whose divisions are so dismissed, to attend these exercises.

SEC. 31. The Committee on the High School shall perform the same duties that are prescribed for the several committees of the District Schools.

SEC. 32. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which they may deem best for the interests of the schools. And it shall further be the duty of the several District Committees to be present at the close of the Summer Term of said schools, and to award the medals, scholarships, and diplomas, to those pupils whose attendance, scholarship, and general deportment entitle them to the same, which shall be determined by the class-books, and by special examination of the classes. See Sec. 124.

II. OFFICERS OF THE BOARD.

I. SUPERINTENDENT AND HIS DUTIES.

SEC. 33. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline, and instruction of Public Schools, to the end that all children in this city who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

SEC. 34. He shall visit all the schools as often as his duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In

passing daily from school to school, he shall endeavor to transfer improvements and remedy defects.

SEC. 35. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 36. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change, satisfactory to the Committee on Rules and Regulations.

SEC. 37. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

II. CLERK AND HIS DUTIES.

SEC. 38. It shall be the duty of the Clerk to keep the minutes of the meetings of the Board; and to be official, his signature must be attached to them on the books and records of the Board. He shall also take general charge of the rooms of the Board, and the property contained therein.

SEC. 39. The orders of the Board of Education for labor and supplies shall be given by the Clerk, under the general direction of the President of the Board, and the several Standing Committees—each Committee attending to the supervision of its own department.

SEC. 40. It shall be the duty of the Clerk to preserve, at the office of the Board, a complete list of the books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of July in each year, he shall cause a careful comparison to be made of this list, with the articles belonging to the schools, and report the result to the Board.

III. BUILDING AND SUPPLY AGENT.

SEC. 41. The Building and Supply Agent shall have the special oversight and direction of the workmen employed by the Board, and of the Janitors of the several Public Schools, attend to the furnishing of supplies, superintend the repairs, and have the general care of all the property under the control of the Board, and shall perform such other duties as may be required of him by the Board. He shall be under the general direction of the Committee on Buildings and Grounds, the Committee on Apparatus and Furniture, the Committee on Janitors and Supplies, and the Superintendent.

SEC. 42. The contracts with Janitors shall all be made by the Building and Supply Agent, under the direction of the Committee on Janitors and Supplies. During the Spring vacation, and at such other times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of the floors, seats, desks, stairs, doors, wainscoting, etc., of their school houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the Master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors, shall set forth specifically the items of work or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other person employed to do the work.

III. TERMS, VACATIONS, ETC.

I. SCHOOL YEAR.

SEC. 43. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the third day of July, or upon the Friday preceding the third day of July, whenever that day falls upon Monday or Tuesday of the week.

II. SCHOOL CALENDAR.

SEC. 44. *Terms and Vacations.*—The terms of the Public Schools shall commence on the second day of January, the Monday following the first Friday in May, and the first Monday in September; and shall close two weeks before the first Friday in May, and upon the third day of July, and the twenty-fourth day of December: *Provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday. The schools shall be continued five days in each week.

SEC. 45. *Holidays.*—The Fourth of July, Annual Thanksgiving and the following Friday, and the Twenty-second of February shall be regarded as holidays.

No teacher shall take any holiday other than the above, or leave school in school hours, except in accordance with sections 46 and 94, or on account of sickness, or other unavoidable necessity.

SEC. 46. *Closing Schools Temporarily.*—The President of the Board of Education shall have authority to dismiss the schools temporarily, not exceeding three days in a year, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

IV. HIGH SCHOOL.

I. MANAGEMENT.

SEC. 47. *Management of the High School.*—The general management and discipline of the High School are committed to the hands of the Principal; but each of the assistants shall be responsible, under the direction of the Principal, for the order and discipline of his own room.

SEC. 48. *Term of Attendance upon the High School.*—The term of attendance upon the High School, necessary for graduation, shall be, in the Normal Department two years, and in the General and Classical Departments, four years: *Provided*, that any pupil who desires to enter college from the High School may omit such English studies as are pursued in college, and complete the studies of the second, third, and fourth years in two years.

SEC. 49. *Monthly Report to Parents.*—The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship, and deportment; to be signed by the parent or guardian, and returned to the Principal.

SEC. 50. *Transfer of Pupils from one Class to Another.*—Pupils of the High School may be removed from the class to which they belong in the regular course, with the approval of the Superintendent, upon an examination of each case reported by the Principal.

SEC. 51. *Forfeiture of Seat in High School.*—Pupils of the High School who vacate their seats four successive weeks shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in writing, submitted to the Board, stating the cause of the discontinuance of such pupil's attendance: *Provided*, that the Chairman of the Committee on the High School may, in special cases, on the recommendation of the Principal, grant permission to applicants to return during the intervals between the meetings of the Board, and remain till the next meeting subsequent to such re-admission.

II. DAILY SESSIONS.

SEC. 52. *School Hours*.—The daily sessions of the High School shall commence at nine o'clock, and close at two o'clock.

III. ADMISSION TO HIGH SCHOOL.

SEC. 53. *Examination for Admission to High School*.—Pupils shall not be admitted to the General or Classical Department of the High School until they are thirteen years of age; and until they shall have sustained a satisfactory examination upon the studies pursued in the District Schools: *Provided*, that this rule shall not exclude those from entering at the commencement of the school year, who will have attained the age of thirteen years at the time of the special examination at the close of the Fall Term, as hereinafter provided for. They shall also be actual residents of the city, and shall have attended some District School of the city two terms, one of which shall be the term next preceding the time of application for admission; but this rule shall not operate to exclude from examination any pupils that have not resided in the city two terms, if they enter the Public Schools as soon as they become residents of the city, and present themselves at the first examination that occurs after they become residents: *Provided*, they shall have attended the public schools of some city or town two-thirds of a year, one half of which time shall be within the six months next preceding the time of application for admission.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the Principals that they are eligible to an examination under the foregoing rule. Pupils who desire to be examined with the candidates for admission to the High School, but do not intend to enter the school, shall not be debarred from this privilege: *Provided*, they are in other respects eligible.

SEC. 54. *Regular Examination for Admission to the High School*.—The regular examination for admission to the High School shall take place once each year, near the close of the Summer Term.

SEC. 55. *Special Examination for Admission to the High School.*—Near the close of the Fall Term in each year there shall be a special examination of pupils who are eligible to seats in the High School, and who may be prepared to enter existing classes. But no pupils shall be admitted to the High School at this time unless they first sustain a thorough examination on all the preparatory studies, and also on all the studies that have been pursued in the High School by the class which they propose to enter; thus satisfying the Board that their rank of scholarship is as high as the average rank of the class which they are to join. Nor shall any pupils be admitted at this examination, however high their rank of scholarship, unless there are vacant seats in the division they are to enter.

SEC. 56. *Questions for Examination.*—It shall be the duty of the Superintendent to prepare a suitable list of questions for each examination of candidates for admission to the High School, and some member of the Committee on the High School shall be present during the examination.

SEC. 57. *Normal Department.*—Candidates for admission to the Normal Department of the High School shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They shall also sign a statement that it is their intention to pursue the business of teaching in the Public Schools of Chicago, and that their object in obtaining admission to this Department is for that purpose.

SEC. 58. The examination of candidates shall be held at the same time as the general examination for admission to the High School, and upon questions prepared by the Principal of the Normal Department.

SEC. 59. Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

No candidate that is examined for admission to the Classical or General Department of the High School, and rejected, shall

be admitted to the Normal Department during the term next succeeding such examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Normal Department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal Department any pupils who do not give promise of success as teachers in the Public Schools.

V. DISTRICT SCHOOLS.

I. MANAGEMENT.

SEC. 60. The District Schools shall be divided into ten Grades, and into Grammar and Primary Departments.

SEC. 61. All the divisions of pupils in the four highest Grades of the District Schools shall be called Grammar Divisions, and all the divisions in the six lowest Grades shall be called Primary Divisions.

II. DAILY SESSIONS.

SEC. 62. The morning sessions of the District Schools shall commence at nine o'clock, and close at twelve, and the afternoon sessions shall commence at half past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half past four: *Provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

SEC. 63. *Uniform Standard of Time.*—It shall be the duty of each Principal to see that all the clocks belonging to his school are regulated by the city time every morning;

and all the teachers shall conform to this standard in making their record of attendance both for themselves and their pupils.

SEC. 64. *Tardiness*.—The bell of each school shall be rung three minutes before the hour for commencing school; and every pupil who is not in the school room when the hour arrives, shall be marked as tardy.

SEC. 65. *Recess*.—The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. All pupils shall be required to pass out of the school room at recess, unless it would occasion an exposure of health, but they shall never be required to *remain* out when the exposure would be injurious to health.

SEC. 66. *Dismissing Primary Divisions*.—From the first Monday in the school month of March to the first Monday in the school month of November, every pupil under nine years of age, belonging to the Eighth, Ninth, and Tenth Grades, shall be dismissed, during the school hours of each day, not less than one hour, nor more than one hour and a half. Pupils of the Seventh Grade may be retained through the sessions, or dismissed any time not exceeding three-fourths of an hour.

From the first Monday in the school month of November to the first Monday in the school month of March, every pupil under nine years of age, belonging to the Eighth, Ninth, and Tenth Grades, shall be dismissed during the school hours of each day, not less than half an hour, nor more than one hour.

No pupil over nine years of age shall be dismissed during any portion of the school hours, except at the discretion of the teacher; and no pupil, at any age, shall be dismissed during school hours against the wishes of his parents.

The teachers will arrange to dismiss different classes at different times in the day, so that there will always be one or more classes present.

SEC. 67. *Opening and Closing School.*—The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but shall not, in any manner, encourage pupils to assemble at other than regular school hours for recitation, or for special instruction in preparation for examinations.

III. REQUISITES FOR ADMISSION.

SEC. 68. *Age and Non-Residence.*—All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of six years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

SEC. 69. *Pupils shall have Books.*—No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs: *Provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining such books.

SEC. 70. *Cleanliness.*—Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

SEC. 71. *Contagious Diseases.*—No pupil affected with any contagious disease shall be allowed to remain in any of the Public Schools.

SEC. 72. *Vaccination.*—No Pupil shall be received in any Public School, without furnishing a physician's certificate that he or she has been vaccinated, or otherwise secured against the small pox.

SEC. 73. *Pupils Passing from one District to Another.*—Whenever a pupil passes from one District School to another, he shall be required to present to the Principal of the school which he enters, a certificate from the Principal of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

VI. EMPLOYMENT AND SALARIES OF TEACHERS.

SEC. 74. At the last regular meeting before the close of the school year, the Board shall elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their offices until the close of the school year, unless sooner removed, as provided by the charter. The election of the High School Teachers, and of the Principals and Head Assistants of the District Schools, shall be by ballot, and none shall be deemed elected unless he shall receive a majority of the votes of all the members of the Board.

The salaries of the teachers shall be fixed at the first meeting after the annual organization of the Board, which shall take effect at the commencement of the following School Year.

SEC. 75. No person, either male or female, under the age of eighteen years, shall be appointed as teacher in any of the public schools.

SEC. 76. *Salaries.*—The salaries of teachers of the High School are established as follows :

Principal,	\$2,500 per annum.
Principal of Normal Department,	2,200 " "
Male Assistants,	2,000 " "
Training Teacher of Normal School,	1,200 " "
Female Assistants,	1,000 " "

The Salaries of the Principals of the District Schools, and of the Music Teachers, except in the cases hereinafter named, are established as follows :

For the first year,	\$1,800 per annum.
" " second year,	1,900 " "
" " third year and thereafter,	2,000 " "
Principals of the Cottage Grove and Walsh Street Schools, }	1,600 " "
Female Principals of District and Primary Schools, }	1,000 " "
Head Assistants,	1,000 " "

The salaries of the Assistant Teachers in the Grammar and Primary Departments are established as follows :

For the first fourteen weeks, at the rate of }	\$450 per annum.
For the first year thereafter,	550 " "
For the second year thereafter,	650 " "
For the third year thereafter, and subsequently, }	700 " "

The Board may vary the salaries from the above rates, whenever it becomes necessary, in order to secure the services of experienced teachers, upon the joint recommendation of the Committee on Appointment of Teachers and of the Committee on Salaries: *Provided*, that the amount agreed upon shall not exceed the highest rate established above.

Teachers having charge of rooms containing more than one division of pupils shall have twenty-five dollars per annum extra for each additional division.

Substitutes.—Whenever any teacher shall be temporarily absent from school, it shall be the duty of the said teacher to send notice forthwith to the office of the Board of Education,

with a statement of the reason and probable time of such absence; and if any doubt exists in respect to the time of returning, then the teacher shall afterwards send seasonable notice to the Principal of the school, of the time when she is to return. All teachers, when absent from school, except for sickness, shall forfeit their salary during the continuance of such absence, and the pay of the substitutes shall be at the rate of one dollar and a half per day. When a teacher returns to school after a temporary absence, and fails to send notice as required above, in time to save the substitute the trouble of going to the school, the substitute, and not the teacher returning, shall receive the pay for the half day. No compensation shall be allowed to any teacher after an absence of two weeks, nor shall any teacher receive pay for absence occurring at the commencement of a term, unless sickness be the cause of such absence, and a proper notice of such cause shall have been sent to the office of the Board.

SEC. 77. *Payment of Salaries.*—The teachers' bills shall be paid on Saturday after the close of each school month, except for the month of June, (the bills for June and July being paid together,) provided the School Agent has funds in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the Fall Term.

SEC. 78. *Teachers' Certificates.*—Teachers who pass the examination required by the Board of Education, shall receive at first Partial Certificates, testifying to their moral character and intellectual attainments. After trial, and upon the joint recommendation of the Committee on Appointment of Teachers, and the Committee upon the school in which such teachers are employed, the Board may grant a Full Certificate, testifying to the general success of the holder in all matters of instruction and discipline.

VII. DUTIES OF TEACHERS.

I. GENERAL DUTIES.

SEC. 79. *Teachers to acquaint themselves with the Regulations.*—All the teachers of the Public Schools are required to make themselves familiar with the provisions of these regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

SEC. 80. *Teachers to be at School Rooms Early.*—All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st. The school rooms shall be opened at this time for the reception of pupils.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy.

SEC. 81. *Opening Exercises.*—The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and this exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

SEC. 82. *Partisan Questions.*—All questions of a sectarian or partisan character shall be carefully kept out of the schools.

SEC. 83. *Discipline.*—The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment, when good order can be preserved by milder

measures. It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In all cases of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the Committee on the School or of the President; and the case shall be reported to the Board at its next regular meeting.

Each Principal and each Assistant Teacher shall make out and preserve a full and complete statement in writing, of each case in which corporal punishment shall have been inflicted by him or her upon any pupil, specifying the name, age, and grade of the scholar punished, the offence charged, and the kind and degree of punishment inflicted; which statement shall be kept open for inspection, in the respective rooms of the teachers during the month, and be returned by the Principal with his regular monthly report, at the close of each school month, to the Superintendent, for examination by the Board.

SEC. 84. *Care of Pupils out of School Hours.*—It is particularly enjoined upon all the teachers that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather, or their great distance from school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the *school rooms* for their protection and care, under the eye of a teacher.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 85. *Parents to be Notified of Absences.*—Parents should, in all cases, be notified when the absences of their children have accumulated, so that two additional half days' absences will require a suspension from school.

SEC. 86. *Written Excuses.*—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session, or the next day, at their discretion ; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health, nor in any case of first offence ; nor shall pupils be sent for absent or tardy pupils when they would, by being thus sent, be absent from any recitation or exercise of the class to which they belong.

SEC. 87. *Monthly Reports to Parents.*—In the District Schools the teachers shall send a monthly report to the parent or guardian of each pupil in the Grammar Divisions.

Whenever a pupil is excused from attending to any of the regular branches of the course, his Class Record and Monthly Report to Parents, shall in all cases be plainly marked *Partial Course*.

SEC. 88. *Contributions and Presents.*—No teacher shall allow a subscription or contribution of any kind in any Public School.

SEC. 89. *Prizes.*—The teachers shall not award any medals or prizes to the pupils under their charge, unless specially authorized by the Board.

SEC. 90. *Advertisements and Agents.*—No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 91. *Ventilation and Temperature.*—It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. In the buildings heated by hot air furnaces, or by stoves enclosed in cylindrical screens, the lower ventilators should generally be kept open, and the upper ones closed; but in buildings heated by steam, it is generally better to open both the upper and lower ventilators. The windows must not be opened during the cold season, when the proper ventilation can be secured by the use of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of air. The Principal shall give special attention to the ventilation of all the rooms, and give such aid and direction to the assistants as may be necessary to secure a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometers, and endeavor to keep the

temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and, in case it is found to be below 65°, measures should be taken immediately to raise it. The thermometer should be so located as to indicate, as nearly as possible, the average temperature of the rooms.

In all the buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Building and Supply Agent, to take complete control of the heating apparatus. When steam is needed in any room, or when it is desired to turn it off, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 92. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each School Month, at the High School building, for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9½ A.M., and close at 12 M., with a recess of fifteen minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he may deem best to secure a full and accurate report of the attendance of teachers. At the close of each term the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term. The half day devoted to Institute shall be considered the same as any other half day of school time, and absence from Institute shall be considered the same as absence from school.

SEC. 93. *Teachers' Meetings.*—The teachers of the High School shall meet once a week, at such times as the Principal may appoint, for consultation in regard to the interests of the school.

On the third Friday afternoon of each school month, the District and Primary Schools shall be closed one hour before the usual time, and all the teachers of each school shall meet during this hour, under the direction of the Principal, and

occupy the time in discussing methods of discipline, reviewing and illustrating methods of instruction, and conferring together respecting the general interests of the school. The Principal shall cause a full and accurate journal to be kept of the doings of each meeting, including the subjects introduced, and the names of teachers taking part in each exercise. He shall also send a copy of this journal to the office of the Board, on or before the Monday following each meeting. In keeping the time record of the teachers, this hour shall be regarded the same as the last school hour of any other day, and all cases of absence from the meetings, or leaving before the close of the hour, shall be reported accordingly.

SEC. 94. *Teachers Visiting Schools.*—Teachers may visit divisions of the same grade as their own divisions, in any of the Public Schools of the city for the purpose of observing different modes of instruction and discipline: but such visits shall not occupy more than one half day in a term, and teachers shall not leave their schools for this purpose till they have obtained permission from the Superintendent, and in all such cases their divisions shall be dismissed from the time of their absence.

Principals and Head Assistants may visit any department or grade in the District Schools, their absence not to exceed one day each term, and their divisions shall be retained under charge of one during the absence of the other.

Only one teacher shall leave the same school during the same half day in cases where divisions are dismissed.

II. DUTIES OF PRINCIPALS AND HEAD ASSISTANTS.

SEC. 95. *Responsibility of Teachers.*—The Principals shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each Assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Principal.

SEC. 96. *Head Assistants.*—The Head Assistant of a school shall have charge of such classes in the Principal's divisions as he may designate: she shall also have charge of the general records of the school, under the supervision of the Principal, and shall discharge such other duties as he may assign: *Provided*, that in the schools where extra teachers are employed, the clerical work of keeping the records shall be performed by the extra teacher.

The Principals of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

SEC. 97. *Reading Regulations to Pupils.*—It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 98. *Order in the Stairways, Halls, and Yards.*—The Principals of the several schools shall establish special rules for securing good order in the stairways, halls and school yards.

SEC. 99. *Care of School Premises.*—The Principals of the several schools shall prescribe such rules for the use of the yards, basements, and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principals shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors under the general supervision of the Committee on Janitors and Supplies, and the Building and Supply Agent.

SEC. 100. *Closing School Premises.*—It shall be the duty of the Principal of each school to cause the doors of the wood shed, outhouses, gates, and the outside doors of his school house, to be locked, and all windows of the same to be shut and fastened every day, after the close of school.

SEC. 101. *Admission of Pupils at Opening of Term.*—The Principal and Head Assistant of each school shall be in attendance at their respective school buildings on the last day

preceding the opening of each term (Sundays and holidays excepted, when they shall meet on the day next preceding,) to receive applications for admission to the school. In term time, applications for admission shall be received only during the first school session of each week.

SEC. 102. *Care in Respect to Fires.*—During the cold season, it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall give special attention to the practice of economy in the use of fuel, and take measures to prevent the Janitors from wasting coal with the ashes which they remove from the stoves and furnaces. They shall also use every precaution to save the buildings from exposure to fire.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, those rooms or halls shall be made comfortably warm, and one or more of the teachers, to be designated by the Principal, shall be present and exercise a general care over the pupils.

SEC. 103. *Principal's Account for Missing Articles.*—Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 104. *Different Editions of Text Books.*—It shall be the duty of each Principal to report to the Superintendent, as soon as he learns of the same, the presence in his school of two or more essentially different editions of any one of the text books in use, and unless, (after notice is given to that effect by the Superintendent to the publishers or agents of such books) they shall supply an edition of such book, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the schools.

III. PUPILS' DUTIES AND PRIVILEGES.

SEC. 105. *Absence*.—Every scholar in the High School, or in the District and Primary Schools, who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, or to avoid a serious and imprudent exposure of health, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended, unless for sickness, shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

All restorations by the Superintendent must take effect upon the first day of the school month succeeding such restoration, unless in special cases, which may be left to the discretion of the Superintendent.

In the application of the foregoing rule, two tardinesses or two dismissals, or leaving school without permission, shall be regarded the same as one absence. Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the spiritual adviser of the family to the Principal of the school.

Whenever the absences of a pupil are *occasioned by sickness*, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parent's explaining the cause, either in person or by written note, *to the teacher*, and not to the Superintendent.

SEC. 106. *Penalty for Damages to School Property*.—Any pupil who shall cut or otherwise injure any part of any public school house, or injure any fences, trees, or outbuild-

ings belonging to any of the public school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any public school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offence. The Principal of a school may suspend a pupil temporarily for such offence, and he shall thereon immediately notify the parent or guardian, and the Superintendent.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

Pupils shall not be allowed to remain in any of the rooms that are provided with cherry desks, or other improved furniture, except in the presence of a teacher, or of some reliable monitor who is made specially responsible for the care of the seats and desks.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

SEC. 107. *Leaving School*.—Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half day in any one week: *Provided*, it will not interfere with the pupil's regular course of instruction in school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 108. *Dismissing at the Request of Parents*.—Pupils in the Primary divisions may be dismissed any time after the commencement of the forenoon and afternoon recesses, on the written or personal request of the parent or guardian: *Provided*, such dismissal does not interfere with any of the school exercises.

SEC. 109. *Absence from Examination*.—Any pupil who shall absent himself from any regular examination of the

school without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent, for his action thereon.

SEC. 110. *Bad Habits and Bad Language.*—The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

SEC. 111. *Suspension of Pupils in Special Cases.*—For violent or pointed opposition to authority in any particular instance, a Principal may suspend a pupil from school for the time being: thereupon he shall immediately inform the parent or guardian, and the Superintendent. Pupils thus suspended may be restored by the Superintendent at his discretion. All restorations shall take effect only at the commencement of the school month next succeeding the suspension.

SEC. 112. *Suspension of Pupils by the Superintendent.*—Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily. Any pupil thus suspended may be restored to school by the Superintendent at his discretion; but no pupil shall be finally expelled from school without the approval of the Board.

SEC. 113. *Promotions and Forfeiture of Position.*—No pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on tablets, etc. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the

different marks used; and spell any of the words, both by letters and by sounds. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class next below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

IV. SCHOOL RECORDS.

SEC. 114. *School Records.*—The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship, and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity, and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled; average number belonging; average daily attendance, and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

SEC. 115. *Blanks for Schools.*—All school registers, class-books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

SEC. 116. *Manner of Keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms. All work upon class books, except the making of the daily record, must be done out of school hours.

SEC. 117. *Examination of Class Books.*—The Principals of the Schools shall examine all the class books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

SEC. 118. *Absence of Teachers to be Reported.*—It shall be the duty of the Principal of each school to return to the office of the Board of Education, not later than 10 o'clock, A.M., of the last day of each school month, a list of the absences of each regular teacher connected with the school, and if the absences are not consecutive, to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

SEC. 119. *Monthly Returns.*—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before five o'clock on the Monday following the last Friday of each month.

SEC. 120. *Record Books sent to the Office of Board.*—At the close of each school year in July, all the class books, general records, registers, diaries, Moseley account books, and records of visitors, shall be sent by the Principals to the office of the Board of Education for inspection; and those which are needed again at the schools shall be returned to the Principal at the opening of the Fall Term in September. All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

V. MISCELLANEOUS.

SEC. 121. *Buildings, how used.*—The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

SEC. 122. *Authorized Books and Studies.*—The books used, and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in the schools, any book, pamphlet, or publication not contained in the list of books directed and authorized to be used in the schools.

SEC. 123. *Books from the Moseley, and other Funds.*—All the books furnished by these Funds for the use of indigent children shall be returned to the teachers at the close of each

term. The Principals of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned to pupils; the number of each kind returned; and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds shall be delivered to the Principals of the several schools, or to their written order.

SEC. 124. *Medals and Scholarships.*—No medal or scholarship shall be awarded to a pupil who has not been a regular attendant upon the Public Schools of the city for at least two full terms of the year immediately preceding, nor to any pupil who has received either before. In all the schools the award shall be made, as far as practicable, to pupils in the first class of the Principal's division.

In awarding medals and scholarships, the first or most meritorious scholar may choose between a medal and a scholarship, but no scholar shall receive both a medal and a scholarship. See SEC. 25.

SEC. 125. *Examinations.*—There shall be an annual public examination of all the schools, to be held at such time, and conducted in such manner as the Board may direct. At some time during the last part of the Winter Term, the Superintendent shall have a written examination of one or more grades in the Grammar Department, in such branches as he may designate. In estimating the results of this examination, he shall have authority to call on the pupils of the Normal Department for such assistance as he may need.

VIII. LIBRARIES.

I. HIGH SCHOOL LIBRARY.

SEC. 126. The following rules are adopted with reference to the High School Library :

RULES.

1. The Library shall be open at the close of the afternoon session, every Thursday in term time.

2. The Teachers of the High School may have access to the Library at any time and may draw books in accordance with Rules 4 and 5.

3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

4. No folio, quarto, or cyclopædia shall be taken from the Library, but may there be consulted.

5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.

6. Any person injuring or losing a book belonging to the Library shall make compensation for the same, and failing to do so, shall be excluded from the use of the Library.

7. The Librarian shall keep an account of the names of all persons drawing books from the Library, the numbers and names of the books, and the date of drawing and of returning.

8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

II. REFERENCE LIBRARY FOR TEACHERS.

SEC. 127. The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

III. DISTRICT SCHOOL LIBRARIES.

SEC. 128. All books placed in any of the school libraries must first receive the approval of the Board. The libraries shall be opened at regular times to pupils entitled to draw books therefrom, and shall be under the control of the Principals of the schools to which such libraries belong, subject to the direction of the Board of Education.

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